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ABSTRACT

This guide contains 65 model lesson plans developed by Delaware public school English/language arts teachers for grades 1-12. Each entry in the guide lists content standards, the type(s) of activities involved in the lesson (for example, class discussion, oral reports, student writing), a description of the activity, and a selection of relevant elements of effective instruction. Appendix A lists the English/language arts standards in their entirety; Appendix B contains material derived from the manual for Delaware's 1986-87 teacher effectiveness workshops; and Appendix C provides an annotated bibliography of research reports. (MS)

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INSTRUCTIONAL STRATEGIES

FOR

ENGLISH/LANGUAGE ARTS:

IDEAS FOR EFFECTIVE TEACHING

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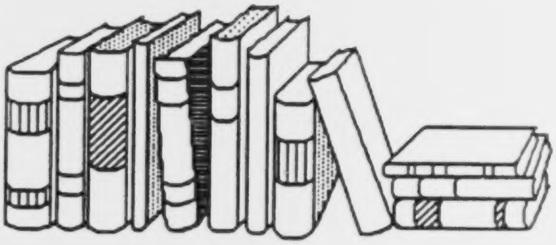

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Delaware State Department of Public Instruction

September 1987

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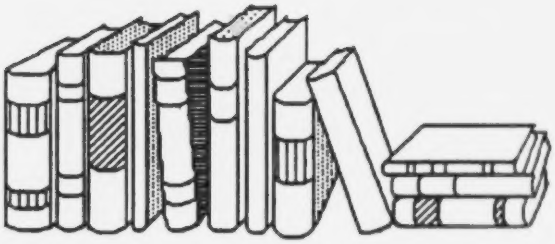

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Instructional Strategies for English/Language Arts: Ideas for Effective Teaching

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INTRODUCTION

Background

In 1983-84, when the State of Delaware's English/language arts content standards (Appendix A) were being developed, a group of teachers produced sample activities illustrating these standards. These activities were used in an inservice course that was offered at three sites; approximately fifty teachers attended. Two years later, the Department of Public Instruction used a research-based model of effective teaching to develop a series of inservice workshops for teachers, who then expressed a need for sample lessons incorporating both the content standards and the principles of effective instruction described in the workshops. Accordingly, a group of 65 Delaware public school English/language arts teachers, representing all school districts in the state and all grade levels, met five times to study the content standards and the research on which the teacher effectiveness workshops were based. During the course of these meetings, the teachers wrote model lesson plans. Selected examples of these plans and some additional material are included in this publication. The material in this book, along with the original sample activities illustrating the content standards, will be used in future inservice programs.

Content and Use

This book contains sixteen model lessons for Grades 1-3, sixteen for Grades 4-6, seventeen for Grades 7-8, and sixteen for Grades 9-12. Teachers may wish to use these model lessons without alteration or adapt them to the needs of their own classes. Teachers may also wish to generate new lessons based on ideas suggested by the entries in this book. Although these lessons are classified according to grade levels, these classifications are by no means absolute. Teachers may wish to use activities from higher or lower grade levels to accommodate the needs of high or low achieving students.

The activities that appear in the next section illustrate all of the English/language arts content standards. Because of the integrated nature of English/language arts instruction, most lessons illustrate more than one type of standard. A lesson may, for example, include listening and speaking activities that serve to illustrate literary concepts and to prepare for a writing or study skills assignment. Inevitably, some standards appear more often than others because of their breadth of applicability. "To participate purposefully in class discussions," for example, appears more often than "To communicate thoughts through letter writing." Similarly, some standards lend themselves to being the focus of a lesson, while others are ancillary.

Each model lesson is presented as a whole, without reference to the number of class periods involved, except when students are assigned to bring materials from home. The number of days each lesson takes depends on the level of the class and on the teacher's decisions regarding in-class work and homework. The lessons in this book involve class discussions, small group work, oral reports, panels, and dramatizations that normally take place during class time, but most of the lessons also involve reading, studying, or writing assignments that students could do at home.

In addition to listing content standards and describing activities, each entry in this book lists the type(s) of activities involved in the lesson (for example, class discussion, oral reports, student writing) and a selection of relevant elements of effective instruction. Most of the elements of effective instruction were taken from a research-based list developed by Delaware educators, while others were suggested by the content-specific standards. Appendix A lists the English/language arts standards in their entirety; Appendix B contains material derived from the manual for Delaware's 1986-87 teacher effectiveness workshops; and Appendix C provides an annotated bibliography of research reports.

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.3 - To respond to oral presentations

A.4 - To demonstrate the characteristics of an appreciative and respectful listener

Speaking

B.1 - To communicate ideas and experiences

B.3 - To participate purposefully in class discussions

Literature

D.1 - To interpret meaning

II. ACTIVITY/TYPE(S)

Teacher presentation

Class discussion

III. DESCRIPTION OF ACTIVITY

The teacher relates a personal experience and asks students to recall specific details of the experience, to retell major events, and to identify the mood. Student volunteers relate personal experiences of their own and receive similar feedback from the class. This activity prepares the students to answer similar questions about stories that they will read and discuss.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Previews skills to be applied to more difficult material

GRADE CLUSTER 1 -3

I. CONTENT STANDARD(S)

Listening

A.1 - To distinguish environmental sounds

A.2 - To follow directions

A.3 - To respond to oral presentations

A.4 - To demonstrate the characteristics of an appreciative and respectful listener

Speaking

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Literature

D.1 - To interpret meaning

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Dramatization

III. DESCRIPTION OF ACTIVITY

The teacher reads a few sample sentences that convey emotion, and the students identify the emotion conveyed by each sentence. The teacher gives each student an index card containing a sentence and a description of the emotion to be conveyed. The teacher also distributes a list of the students' names. As each student reads his/her sentence with the appropriate inflections and gestures, the other students write next to the speaker's name the emotion that the speaker is conveying. The activity concludes with a brief followup discussion of what the students have learned about effective reading and attentive listening. This activity may be used as an introduction to reading a story that involves tone and/or mood.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for both guided and independent practice

Summarizes the main point(s) of the lesson

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.1 - To use handwriting appropriately

C.2 - To use language appropriately

C.3 - To use capitalization

C.4 - To use punctuation

C.5 - To spell words correctly

Literature

D.1 - To interpret meaning

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Student writing

Student art work

III. DESCRIPTION OF ACTIVITY

The teacher explains the difference between major and minor characters. The students give examples of major and minor characters in television programs, fairy tales, and stories from the basal reader. Each student selects a character from the basal reader and writes a few sentences describing the character, remembering to capitalize the character's name, to check spelling and punctuation, and to write legibly. Each student draws a picture of the character and writes key identifying words on cards attached to the picture with strings. These pictures are posted on the bulletin board and used for student feedback and review.

IV. ELEMENTS(S) OF EFFECTIVE INSTRUCTION

Elicits student-generated ideas

Provides for independent practice

Reviews material previously learned

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Writing

C.1 - To use handwriting appropriately

C.2 - To use language appropriately

C.3 - To use capitalization

C.4 - To use punctuation

C.5 - To spell words correctly

C.6 - To analyze language

Literature

D.1 - To interpret meaning

II. ACTIVITY TYPE(S)

Class discussion

Student writing

Student art work

III. DESCRIPTION OF ACTIVITY

Following a discussion of a fairy tale, each student writes six sentences summarizing the tale. The teacher goes over all student work, and the students revise as necessary for capitalization, punctuation, spelling, and language use. Each student draws a picture illustrating each of his/her six sentences and writes the sentence under the picture, taking care to write legibly. The six sheets of paper are inserted into a set of six zip-lock baggies that have been sewn together at the bottom to form a durable "book." These "books" may be collected into a class library or used as bulletin board or Parents' Night displays.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Gives extra help to students who need it

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

A.3 - To respond to oral presentations

A.4 - To demonstrate the characteristics of an appreciative and respectful listener

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Literature

D.1 - To interpret meaning

D.2 - To distinguish literary forms

Study Skills

E.1 - To organize information

E.3 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Class discussion

Small group work

Student art work

Dramatization

III. DESCRIPTION OF ACTIVITY

Following discussions of several fairy tales and folk tales, the students break up into groups of four or five, and each group is assigned one of these tales. The students in each group make popsicle-stick puppets, clothespin puppets, or felt figures representing the characters in the tale. After rehearsals, each group presents a puppet play dramatizing the tale assigned to that group. Students answer questions about the characters, events, details, mood, time, and place of each tale. They also discuss the differences between a fairy tale and a folk tale. Some tales used in this activity may be in verse or drama form, providing the opportunity to discuss those distinctions as well. This activity may be used as a review for a test on a unit of folk and fairy tales.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

A.4 - To demonstrate the characteristics of an appreciative and respectful listener

Speaking

B.3 - To participate purposefully in class discussions

Literature

D.1 - To interpret meaning

Study Skills

E.1 - To organize information

E.3 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Class discussion

Teacher presentation

Student art work

Small group work

Student writing

III. DESCRIPTION OF ACTIVITY

As the students recall events in a story the class has discussed, the teacher lists the events on the chalkboard. The teacher asks the students to help arrange the events in the correct order. The teacher then demonstrates how to make a "filmstrip" by folding a piece of adding machine tape into the appropriate number of sections. On each section, the student illustrates and labels an event from the story, using the sentences on the chalkboard. The "filmstrip" is shown by threading it through slots in the side of an empty half-pint milk carton, with blank tape left at the beginning and end for threading. Students share their "filmstrips" with classmates, checking for correct sequence. Each student is then assigned to a small group to make a "filmstrip" based on another story. These "filmstrips" are shown to the class and evaluated for accuracy and completeness. This activity may be used to review for a test on a unit of short stories or narrative poems.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for both guided and independent practice

Reviews material previously learned

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

A.4 - To demonstrate the characteristics of an appreciative and respectful listener

Speaking

B.3 - To participate purposefully in class discussions

Literature

D.1 - To interpret meaning

Study Skills

E.3 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Student writing

Class discussion

Teacher presentation

III. DESCRIPTION OF ACTIVITY

After reading a short story, poem, fairy tale, or folk tale, each student writes one factual statement about it. Several students read their statements aloud. The teacher asks the class to think of false statements about the literary selection; for example, they might attribute an action to the wrong character or reverse the sequence of events. Several students read their statements aloud. The teacher explains that one way to find out whether students have understood what they have read or studied is to make statements and ask students whether these statements are true or false. The class reads another short literary selection. Using the chalkboard or an overhead projector, the teacher presents simple statements to the class and asks for a vote on whether each statement is true or false. The students read a third literary selection and take a short true-false test. The teacher goes over the test with the students, making sure that they understand the procedure as well as the subject matter.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews concepts and skills

Provides for both guided and independent practice

Checks for student understanding

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.3 - To respond to oral presentations

Speaking

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Literature

D.1 - To interpret meaning

II. ACTIVITY TYPE(S)

Class discussion

Choral reading

III. DESCRIPTION OF ACTIVITY

The students read and discuss an incremental poem, such as "The House That Jack Built." The class reads the poem aloud, with the two sides of the room (or the boys and the girls) alternating verses. The class discusses the rhythm of the poem. The class is then divided into small groups, pairs, or individuals, each with the responsibility for reading a particular part of the poem. This choral reading may be taped and played back to the children, and the tape may be used in conjunction with Parents' Night or similar activities.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Establishes a focus for the lesson

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

Writing

C.1 - To use handwriting appropriately

II. ACTIVITY TYPE(S)

Teacher presentation

Student pre-writing

III. DESCRIPTION OF ACTIVITY

The teacher explains that some letters of the alphabet are based on circles or parts of circles. As an introductory exercise to increase circle-drawing proficiency, the students use a jar lid or a similar object to trace a large circle. They fill in this large circle with polka dots of various sizes. The children may also draw animals that are made entirely of circles; these, with samples of the children's writing, may later be displayed on the bulletin board.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Establishes a focus for the lesson

Relates lesson to what students already know

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

Writing

C.1 - To use handwriting appropriately

II. ACTIVITY TYPE(S)

Drill work

III. DESCRIPTION OF ACTIVITY

After learning to form cursive letters, the children use these letters to make a decorative border; for example, dedede, alalalalal, or ttttttttt. The children may use different colored pencils or pens and may use these borders to decorate art work they have done in connection with another lesson.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Conducts drill and/or application activities

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Writing

C.9 - To use legible handwriting

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Drill work

III. DESCRIPTION OF ACTIVITY

The teacher puts on the overhead projector a few samples of a child's writing. The students identify errors in the shape or alignment of the strokes, the size, slant, and shape of the letters, and the spacing between the letters of each sample. When the students understand what they are looking for, the teacher distributes similar samples for independent practice. Each child identifies the errors in the sample and rewrites the words correctly on blank lines provided for this purpose.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for both guided and independent practice

Reviews concepts and skills

Conducts drill and/or application activities

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Writing

C.2 - To organize ideas and information

II. ACTIVITY TYPE(S)

Pre-writing activity

III. DESCRIPTION OF ACTIVITY

The room is darkened and the students are instructed to close their eyes. The teacher begins by asking the class to recall an embarrassing situation, a frightening event, or whatever other experience is the focus of today's writing assignment. Using a series of questions, the teacher encourages the students to focus on the details of that particular situation. Questions might include: "Where are you?" "Who is with you?" "Is it daytime or night?" Each student tries to recollect as many sensory details about the event as he/she can, without verbalizing any ideas at this time. After several minutes of questioning, the teacher turns on the lights and asks the students to write about their recollections.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for individual differences

Relates lesson to what students already know

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Writing

C.1 - To use handwriting appropriately

C.2 - To use language appropriately

C.3 - To use capitalization

C.4 - To use punctuation

C.5 - To spell words correctly

C.6 - To analyze language

II. ACTIVITY TYPE(S)

Student writing

III. DESCRIPTION OF ACTIVITY

After learning and reviewing the purposes and parts of a friendly letter, each child is assigned a pen pal from another class at the same grade level and writes a friendly letter describing himself/herself. Students may also ask appropriate questions and include pictures of themselves. The teacher checks the letters for handwriting, spelling, punctuation, capitalization, and language use, and the students make the necessary corrections. When the replies arrive, the students have the opportunity to share these with each other. For enrichment, pen pals from another state may be chosen. When these letters are shared with the class, research on that state may be incorporated into the lesson.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Conducts drill and/or application activities

Gives extra help to students who need it

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.4 - To demonstrate the characteristics of an appreciative and respectful listener

Speaking

B.1 - To communicate ideas and experiences

B.3 - To participate purposefully in class discussions

Writing

C.1 - To use handwriting appropriately

C.2 - To use language appropriately

C.3 - To use capitalization

C.4 - To use punctuation

C.5 - To spell words correctly

C.6 - To analyze language

II. ACTIVITY TYPE(S)

Class discussion

Small group work

Student writing

III. DESCRIPTION OF ACTIVITY

The teacher asks the students what they usually like to learn about people whom they do not know well. A brainstorming session follows, resulting in a list of six questions written on the chalkboard. The teacher then divides the class into pairs, matching children who do not ordinary play or work together. Each child asks the other the six questions. At the conclusion of this activity, each student writes a letter to his/her partner summarizing what he/she has learned about the other person. The teacher collects and screens the letters before distributing them to the addressees the next day. The writers correct the errors that the teacher points out in capitalization, punctuation, spelling and usage. Illegible sentences are rewritten.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Conducts drill and/or application activities

Gives extra help to students who need it

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.1 - To use handwriting appropriately

C.2 - To use language appropriately

C.3 - To use capitalization

C.4 - To use punctuation

C.5 - To spell words correctly

C.6 - To analyze language

II. ACTIVITY TYPE(S)

Class discussion

Teacher presentation

Dramatization

Drill work

III. DESCRIPTION OF ACTIVITY

Student volunteers tell the class what they do when they play a game of football: for example, run, catch, tackle, kick, pass. The teacher writes these words on the chalkboard. Using the chalkboard list, the teacher explains that each word shows an action that a football player performs. The students look at magazine pictures showing observable actions and write the appropriate verbs next to each picture. The teacher hands each child a card containing a verb that can easily be demonstrated. Keeping his/her card a "secret," each student acts out the verb for the others to identify. The teacher distributes a worksheet that has 15 verbs and 15 sentences containing blanks, and the students match each verb with a sentence and read the sentence aloud. Each student also writes five original sentences using five of the verbs listed on the worksheet. Finally, the teacher passes out a worksheet on which the students can circle action verbs and fill in blank spaces in sentences with appropriate free-response verbs. Similar exercises, using classroom objects, magazine pictures, student experiences, and worksheets may be used to teach nouns and adjectives. These activities also provide an opportunity for students to practice handwriting techniques and rules of spelling, punctuation, and capitalization.

IV. ELEMENTS(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for both guided and independent practice

Conducts drill and/or application activities

GRADE CLUSTER 1 - 3

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.5 - To spell words correctly

Study Skills

E.3 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Game

III. DESCRIPTION OF ACTIVITY

Each student is given a sheet of paper containing 25 squares. The student fills in the squares, using a list of vocabulary words from a story previously read. (Each word may be used more than once.) As the teacher calls out each word, the students block out appropriate square(s). Students who fill a row vertically, diagonally, or horizontally say, "Bingo." To get credit for Bingo, the students must be able to pronounce, spell, and define each word correctly. This activity may be used as a review for a vocabulary test.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Conducts drill and/or application activities

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.1 - To communicate ideas and experiences

B.3 - To participate purposefully in class discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.2 - To organize ideas and information

C.5 - To proofread and edit

C.6 - To recognize and use parts of speech

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

II. ACTIVITY TYPE(S)

Student writing

Oral reading

Class discussion

III. DESCRIPTION OF ACTIVITY

Each student writes a step-by-step description of how to make a peanut butter and jelly sandwich. The teacher collects these essays and chooses a few at random. Each student whose essay has been selected reads the essay aloud to the class while a student volunteer, using real peanut butter, jelly, and bread, follows the reader's directions precisely. The class evaluates the accuracy and organization of the reader's set of directions. Less sticky alternatives include tying shoes, sharpening pencils, following a no-cooking recipe, and folding paper. At the end of the lesson, the teacher returns the students' papers for organizational revision in the light of what was illustrated by this activity. These papers are graded on handwriting, capitalization, punctuation, and spelling as well as on content.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for immediate feedback

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.2 - To respond to oral presentations

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Literature

D.1 - To identify literary forms

D.2 - To recognize selected literary elements

Study Skills

E.4 - To retain information

E.5 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Small group work

Class discussion

III. DESCRIPTION OF ACTIVITY

After reading several short literary works, the students break up into groups of four or five and each group is assigned one of these works. One student in each group is designated as the interviewer, and another as the expert. The group develops questions and answers about the story for the interviewer and expert to use. These interviews are played out for the entire class. Questions should deal with such topics as genre, mood, plot, and figures of speech. This activity may be used to review for a test on a unit of literature.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews previously learned material

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.2 - To respond to oral presentations

A.3 - To analyze oral presentations

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Literature

D.2 - To recognize selected literary elements

Study Skills

E.4 - To retain information

II. ACTIVITY TYPE(S)

Oral reports

III. DESCRIPTION OF ACTIVITY

After reading a novel on his/her level, each student dresses as the main character of the novel and gives a brief summary of the book from that character's point of view. A question and answer period follows, and students are evaluated on the content and effectiveness of their presentations.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for individual differences

Reviews material previously learned

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.1 - To communicate ideas and experiences

B.3 - To participate purposefully in class discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.2 - To organize ideas and information

C.5 - To proofread and edit

Literature

D.1 - To identify literary forms

II. ACTIVITY TYPE(S)

Class discussion

Student writing

Small group work

III. DESCRIPTION OF ACTIVITY

Students read a short article or essay about a particular breed of dog. Using the information from the article, they suggest fictional incidents involving a dog of this breed. After a brief class discussion, the first student in each row writes the first sentence of a story about a dog and passes the paper to the next student in the row. This student writes the second sentence in the story and passes the paper to the third student. When each student has had the opportunity to write two sentences, the students in each row form a small group to make the story coherent and give it an ending. One student in each group reads the story aloud to the class. In addition to serving as a writing exercise, this lesson may be used to clarify the distinctions between non-fiction and fiction. It may also be useful as an introduction to short stories and novels that are based heavily on historical, biographical, or scientific data.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Provides for both guided and independent practice

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Study Skills

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Small group work

Class discussion

III. DESCRIPTION OF ACTIVITY

After the students have learned about pictographs, bar graphs, line graphs, and pie graphs, the teacher distributes a questionnaire asking each student to identify his/her preferences in certain areas: for example, favorite color, song, TV show, story, sports activity, type of pet. The teacher divides the class into small groups, assigns each group a topic, and gives the group the survey results on that topic. The students in the group show the survey results in a pie graph, a bar graph, a pictograph, and a line graph drawn on sheets of clear plastic. At the conclusion of the activity, each group uses the overhead projector to share its graphs with the class for interpretation and comment.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for guided and independent practice

Conducts drill and/or application activities

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Writing

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

Study Skills

E.1 - To locate information

II. ACTIVITY TYPE(S)

Student writing

III. DESCRIPTION OF ACTIVITY

After the students have learned the function of the guide words at the top of each page of a dictionary, the teacher distributes worksheets with guide words at the top and asks the students to circle the words on the worksheet that fit between the guide words. When the students have mastered this activity, the teacher distributes a pair of guide words to each student with instructions to compose a dictionary page of ten words that fit between the guide words. Each entry should include pronunciation(s), definition(s), and sample sentence(s). All papers should be written legibly and should be checked for capitalization, punctuation, and spelling.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Elicits student-generated ideas

Reviews material previously learned

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Study Skills

E.2 - To organize information

II. ACTIVITY TYPE(S)

Student writing

Class discussion

III. DESCRIPTION OF ACTIVITY

After the students have practiced writing short outlines, the teacher distributes the following worksheet:

Title ____

I.
    A.
    B.
    C.
    D.
    E.

II.
    A.
    B.
    C.
    D.
    E.
    F.

White
Salami
Mustard
Horseradish
Lettuce
Pastrami
Swiss
Chicken
Wheat
Tomato
Meat
Relish
Provolone
Ham
Bread
Mayonnaise
Turkey

III.

A.
B.
C.
D.

IV.

A.
B.
C.
D.
E.

V.

A.
B.
C.

Condiments
Onion
Roast Beef
Cheez-Whiz
Pumpernickel
American
Vegetables
Ketchup
Pita
Cheese
Rye

The students complete the worksheet and write a few sentences explaining how they went about organizing the words on the list. Using the chalkboard or an overhead projector, the teacher fills in the outline from student replies and then asks students who completed the outline correctly to read their explanations.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Organizes subject matter

Demonstrates or models concepts or skills

Checks for student understanding

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.2 - To organize ideas and information

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

II. ACTIVITY TYPE(S)

Paper-and-scissors activity

Class discussion

Small group work

III. DESCRIPTION OF ACTIVITY

Each student receives a sheet of paper containing seven sentences. Each sentence is separated from the others by horizontal lines. The students cut along the horizontal lines to produce seven strips of paper, each bearing a single sentence. The students arrange the strips of paper so that the sentences form a coherent paragraph. The students read their paragraphs and explain how they determined the order of the sentences. Following this activity, each student writes a five-sentence paragraph and then rewrites the sentences in scrambled order, skipping two lines between sentences and taking care to write legibly. The students exchange papers, correct one another's spelling, punctuation, and capitalization, and arrange the sentences in logical order. Finally, the students work in pairs to compare the original paragraphs with the restructured paragraphs.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for guided and independent practice

Checks for student understanding

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.3 - To communicate thoughts through letter writing

C.5 - To proofread and edit

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

II. ACTIVITY TYPE(S)

Teacher presentation

Drill work

Small group work

Student writing

III. DESCRIPTION OF ACTIVITY

Using the chalkboard or an overhead projector, the teacher presents the format for writing business letters and addressing envelopes. The teacher distributes worksheets containing all of the information needed for a model letter, and the students unscramble the information and write it in the correct format. Additional drill sheets or workbook pages may be assigned as necessary. When the students have mastered the business letter format, they work in small groups to write thank-you letters to the principal, cafeteria workers, custodians, crossing guards, school bus drivers, and others who assist the children in school-related activities. This assignment may be used along with art work and other activities related to Thanksgiving. The students and the teacher proofread the completed letters for punctuation, capitalization, and spelling, and one student in each group carefully writes out a clean copy to send to the appropriate person or group.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for both guided and independent practice

Encourages students to apply academic skills to real-life situations

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Writing

C.3 - To communicate thoughts through letter writing

C.5 - To proofread and edit

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

II. ACTIVITY TYPE(S)

Teacher presentation

Drill work

Student writing

Student art work

III. DESCRIPTION OF ACTIVITY

Using the chalkboard or an overhead projector, the teacher presents the format for writing social letters, and the students use drill sheets or workbook pages to practice using this format. In November, during Thanksgiving activities, each student writes a one-page thank-you letter to his/her primary caregiver(s). The teacher helps the students edit their spelling, punctuation, and capitalization, and each student carefully writes out a clean copy of the letter. Each student draws a picture on construction paper illustrating what he or she is thankful for, and these pictures are stapled to the letters. The letters and art work may be used as bulletin board displays until the children bring them home just before the holiday.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for both guided and independent practice

Encourages students to apply academic skills to real-life situations

Gives extra help to students who need it

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.2 - To follow directions

Speaking

B.1 - To communicate ideas and experiences

B.3 - To contribute effectively to group discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Small group work

Student writing

Student art work

III. DESCRIPTION OF ACTIVITY

The teacher explains the term "riddle" and gives examples of student-generated riddles. This example was written by a fifth-grader:

> I am gray with a tusk on each side of my mouth.
> I like to eat peanuts.
> I have a long nose that can do many things.
> I am very big.
> What am I?

The teacher names a few common objects and elicits riddles from the class, writing acceptable suggestions on the chalkboard. The students work in groups of four or five to decide on an object and write a five-sentence riddle, using the models on the chalkboard. A spokesperson for each group reads the group's riddle aloud, and the rest of the class tries to guess the object. Each student writes a five-sentence riddle, taking care to use correct spelling, punctuation, and capitalization. These riddles, with or without names attached, are exchanged for guessing and proofreading purposes. Finally, each student copies his/her riddle carefully on a sheet of construction paper and draws an illustration on the other side of the sheet. These sheets are bound into a book for the classroom library and/or for a Parents' Night display. These techniques can also be used in helping students to write various forms of short poetry, such as haiku, cinquains, and diamantes.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Checks for student understanding

Elicits student-generated ideas

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

A.2 - To respond to oral presentations

A.3 - To analyze oral presentations

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Writing

C.2 - To organize ideas and information

Literature

D.2 - To recognize selected literary elements

Study Skills

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Small group work

Student art work

III. DESCRIPTION OF ACTIVITY

On the first day of this lesson, the teacher brings in boxes of cereal and asks students to explain which brand they would buy and why. Reasons might include color or design of box, free prizes, celebrity photographs, or television commercials. The teacher defines five persuasive techniques used by advertisers, encouraging students to supply specific examples of each. These persuasive techniques are: bandwagon (i.e., everybody uses this), testimonial from a celebrity, transfer (for example, showing a happy couple near a new car), emotional words, and repetition. On the second day of this lesson, students bring in old magazines and work in five small groups. After a review of the first day's lesson, each group is assigned a persuasive technique. Using advertisements from the magazines students have brought in, each group illustrates the assigned technique by making a collage on poster board. At the conclusion of the lesson, each group explains to the class how its collage illustrates the assigned technique. The class evaluates each presentation, using a checklist provided by the teacher. This checklist should include items relating to relevancy, logic, and style of presentation.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Relates lesson to what students already know

Selects content that is appropriate to the level and interest of the students

Encourages students to apply academic skills to real-life situations

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.6 - To recognize and use parts of speech

Study Skills

E.4 - To retain information

E.5 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Game

III. DESCRIPTION OF ACTIVITY

The teacher compiles a list of at least 50 homophones; for example, two, to, and too would constitute three items on the list. The teacher makes a deck of 50 playing cards by writing a different homophone on each of 50 index cards. After making enough duplicate decks to accommodate the entire class in groups of four to six, the teacher explains the rules of "Homophone Rummy" to the students. A dealer in each group shuffles the deck and gives each player seven cards. After matching pairs of homophones in the hands they have been dealt, the players take turns picking cards from the deck or from the pile of discards; each player discards one card at the end of his/her turn. Each pair of matched homophones is worth five points and the third homophone in a set of three is worth an additional five points, but no player may claim points without defining the meaning of each homophone in the pair. Other students may challenge a player's definition, using a dictionary and/or the teacher to resolve disputes. If a player is shown to have been mistaken, the points are awarded to the challenger. This activity may be used to review for a vocabulary test.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews previously learned material

Gives extra help to students who need it

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.6 - To recognize and use parts of speech

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

III. DESCRIPTION OF ACTIVITY

The teacher displays a picture and asks the students to identify the people they see in the picture, then the places, then the things. The teacher elicits the information that they 'named' these items. The next day, each student brings in three pictures, one of a person, one of a place, and one of a thing, along with index cards on which the appropriate nouns are printed. These are used to make a bulletin board display.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Relates lesson to what students already know

Selects content that is appropriate to the level and interest of the students

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.2 - To organize ideas and information

C.5 - To proofread and edit

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To use legible handwriting

C.10 - To spell words correctly

Study Skills

E.2 - To organize information

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Drill work

Small group work

Student writing

Game

III. DESCRIPTION OF ACTIVITY

Having completed workbook exercises, worksheets, and chalkboard exercises to develop skills in following directions, the students are divided into small groups. Each group writes a set of directions for another group to follow in locating a "treasure" on the playground. These directions take the form of six short notes; each of the first five notes gives clear directions for finding the next note, while the final note leads to the "treasure." The directions may not be used unless they are written legibly and contain no errors in punctuation, capitalization, or spelling.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Conducts drill and/or application activities

GRADE CLUSTER 4 - 6

I. CONTENT STANDARD(S)

Listening

A.1 - To follow directions

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.2 - To organize ideas and information

Study Skills

E.2 - To organize information

E.4 - To retain information

E.5 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Class discussion

Student writing

Game

III. DESCRIPTION OF ACTIVITY

At mid-term or near the end of the school year, as students are preparing to take examinations in various subjects, the teacher brings in a version of Trivial Pursuit appropriate for children and allows students who already know how to play the game to explain it to their classmates. When the whole class understands the game, each student uses the previous semester's lessons as the basis for preparing five items in the history category, five in the science category, five in the literature category, and so on. If the school has more than one class at the same grade level, the items composed by all of the classes may be pooled. The teacher edits the items, eliminates duplicates, and makes enough copies for the whole class. After a few days for review and study, the class is divided into groups of four or five, and each group is assigned a category at random. Using the student-constructed items, each group plays Trivial Pursuit.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews concepts and skills

Checks for student understanding

Conducts drill and/or application activities

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

A.2 - To analyze delivery techniques

A.3 - To understand the differences in individual speech

Literature

D.1 - To recognize selected literary elements

D.3 - To recognize the use of language in literature

D.4 - To interpret meaning

D.5 - To explore the varied interrelationship of literature, society, and the individual

II. ACTIVITY TYPE(S)

Class discussion

Multi-media presentation

III. DESCRIPTION OF ACTIVITY

The students read and discuss a short story or poem that has a strong regional flavor. Examples include Mark Twain's "The Celebrated Jumping Frog of Calaveras County," Eudora Welty's "Why I Live at the P.O.," Toni Cade Bambara's "Raymond's Run," and Robert Frost's poetry. The students then listen to a tape or recording of the same work read with the appropriate regional speech pattern and discuss the contribution that the speech pattern makes to the sense, mood, and tone of the work.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Establishes a focus for the lesson

Demonstrates or models concepts or skills

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To participate purposefully in class discussions

Literature

D.2 - To distinguish literary forms

D.4 - To interpret meaning

D.5 - To explore the varied interrelationship of literature, society, and the individual

Study Skills

E.1 - To locate information

E.2 - To organize information

II. ACTIVITY TYPE(S)

Oral reports

Class discussion

III. DESCRIPTION OF ACTIVITY

The students read fiction or poems that contain autobiographical elements, such as Chaim Potok's The Chosen or Emily Dickinson's "I'm nobody." Selected students do research on the authors' lives and report to the class, emphasizing the events that are most relevant to the literature. The class discusses the role of personal experience in literature.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Establishes a focus for the lesson

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

Speaking

B.3 - To contribute effectively to group discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.2 - To structure a multi-paragraph composition

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

Literature

D.1 - To recognize selected literary elements

D.3 - To recognize the use of language in literature

D.4 - To interpret meaning

D.5 - To explore the varied interrelationship of literature, society, and the individual

II. ACTIVITY TYPE(S)

Multi-media presentation

Class discussion

Student writing

III. DESCRIPTION OF ACTIVITY

The students listen to a tape or recording of excerpts from H.G. Wells' The War of the Worlds. (Orson Welles' Mercury Theater version is available in many libraries.) After discussing the entire story, the students listen again to the description of the alien invaders. The teacher asks them how they think the invaders would have described the earthlings. After a brief class discussion of the importance of point of view, each student writes a description of the way he or she would look to an alien invader. The students proofread their essays for punctuation, capitalization, and spelling. This activity may be used in conjunction with a videotaped excerpt from a science fiction movie, such as the scene from Star Wars in which assorted aliens from different galaxies gather in a space pub. It may also be used as an introduction to a lesson on literary point of view; in this case, each student might rewrite the alien invasion scene in The War of the Worlds from the point of view of the invaders.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Establishes a focus for the lesson

Demonstrates or models concepts or skills

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

Speaking

B.1 - To communicate ideas and experiences

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.2 - To structure a multi-paragraph composition

C.6 - To use appropriate language

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

Literature

D.1 - To recognize selected literary elements

D.4 - To interpret meaning

D.5 - To explore the varied interrelationship of literature, society, and the individual

II. ACTIVITY TYPE(S)

Class discussion

Teacher presentation

Student writing

Oral reports

III. DESCRIPTION OF ACTIVITY

The students read several stories that are told in the first person, such as Poe's "The Black Cat" and Twain's "Journalism in Tennessee." The teacher defines or reviews different points of view, and the students rewrite scenes from these stories from the omniscient point of view and/or from the point of view of a different character. The teacher reads these essays and selects a few to be read aloud as the basis for a class discussion on the importance of point of view in depicting characters, selecting details, and expressing emotion in short stories. The students revise their punctuation, capitalization, and spelling and hand in their papers for a final grade.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews concepts and skills

Establishes a focus for the lesson

Checks for student understanding

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.3 - To understand the differences in individual speech

Speaking

B.1 - To communicate ideas and experiences

B.3 - To contribute effectively to group discussions

B.4 - To experience role-playing in creative drama

Writing

C.2 - To structure a multi-paragraph composition

Literature

D.5 - To explore the varied interrelationship of literature, society, and the individual

II. ACTIVITY TYPE(S)

Student writing

Small group work

Dramatization

III. DESCRIPTION OF ACTIVITY

The students are asked to bring in a hat or other headgear. Each student creates a character based on the headgear; for example, a student who brings in a kerchief might create a grandmotherly figure, while a student who brings in a battered felt hat might create a tramp. The students name their characters and list appropriate likes and dislikes; favorite foods, places, and reading materials; and favorite expressions, such as "My goodness" or "What's comin' down?" Each student also determines his/her character's age, address, marital status, occupation, and goal in life. Finally, the students decide how their characters walk, speak, sit, and stand. Having listed all of these characteristics, each student composes a multi-paragraph biographical essay describing his/her character. After reading the student essays, the teacher divides the class into groups of three or four based on appropriate combinations of characters. The students in each group read each other's essays and decide where and under what circumstances their characters might meet. Each group composes a skit and performs it for the class, using appropriate gestures, dialects, and inflections and wearing their characters' hats. This activity may be adapted for use as an introduction to a literary work; in that case, the teacher assigns appropriate character types.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Uses a variety of related subject matter

Elicits student-generated ideas

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentation

Speaking

B.1 - To communicate ideas and experiences

B.3 - To contribute effectively to group discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

Literature

D.1 - To recognize selected literary elements

D.4 - To interpret meaning

D.5 - To explore the varied interrelationship of literature, society, and the individual

Study Skills

E.2 - To organize information

E.4 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Class discussion

Student writing

Small group work

Panel presentation

III. DESCRIPTION OF ACTIVITY

After discussing a novel, a play, or several short stories and/or poems, the students think of questions that might be asked about this literature. The teacher makes and elicits comments about composing effective questions. Each question should, for example, be clearly worded, focused, and non-trivial. Each student composes ten questions that touch on several different elements of the novel, on all acts of the play, or on all of the short stories and/or poems. These questions are handed in on index cards, one question per card. The teacher reviews and edits the questions, eliminating duplicates, and sorts the cards into groups. If the work under review is a novel, the questions can be grouped under the headings of character, setting, plot, and so forth. Otherwise, the questions can be grouped according to the act of the play, the short story, or the poem they cover. The teacher divides the class into groups and assigns each group an area in which that group is to become expert. Each group must add at least ten questions to those already prepared, writing them on index cards. The group members compose answers to all of these questions, and every member of the group is responsible for being able to answer any question. The teacher collects the index cards and edits the new questions. During the next class period, each group is given ten minutes in which to function as a panel of experts. The teacher hands out the question cards to the other students and calls on them at random to ask their questions. Questions are directed to each member of the panel in turn; if the student whose turn it is to answer a question cannot do so, any member of the panel may volunteer. During the next class period, the teacher gives a test that includes as many student-composed questions as possible.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentation

Speaking

B.1 - To communicate ideas and experiences

B.3 - To contribute effectively to group discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.4 - To prepare messages

Study Skills

E.2 - To organize information

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Student writing

Multi-media presentation

III. DESCRIPTION OF ACTIVITY

The teacher reads a short non-fiction selection to the students and asks them to identify the most important points. The teacher reads another selection or has the students listen to a recorded selection, and the students take notes on it. Student volunteers identify the most important points. The teacher explains the importance of making notes, or taking messages, from an oral presentation. The next day during homeroom period, the students take notes on the announcements made over the loudspeaker. The teacher tape records the announcements. In English class, the students read their "messages" aloud and check them against the tape for accuracy and completeness. This lesson may be used to introduce a lesson on note-taking or on taking telephone messages.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects material that is appropriate to the level and interest of the students

Provides for both guided and independent practice

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

Speaking

B.1 - To communicate ideas and experiences

B.3 - To contribute effectively to group discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.4 - To prepare messages

Study Skills

E.2 - To organize information

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Multi-media presentation

Student writing

Class discussion

III. DESCRIPTION OF ACTIVITY

The students watch a videotape showing a number of announcements being made. Examples include an excerpt from a news broadcast, the roll-call scene of a Hill Street Blues episode, or an L.A. Law partners' meeting. The students take notes, read them aloud, and check the notes for accuracy and completeness while the tape is replayed. This activity may be used as an introduction to a lesson on note-taking or on taking telephone messages.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects material that is appropriate to the level and interest of the students

Provides for both guided and independent practice

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

Speaking

B.3 - To contribute effectively to group discussions

Writing

C.2 - To structure a multi-paragraph composition

C.6 - To use appropriate language

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

II. ACTIVITY TYPE(S)

Class discussion

Student writing

III. DESCRIPTION OF ACTIVITY

The teacher shows the class a picture and invites the students to suggest possible story lines that might incorporate this picture. The next day, each student brings in a photograph or a magazine picture showing people engaged in some activity. The teacher shuffles the pictures and distributes them at random. Each student writes a story about the people shown in the picture. The story should include not only the scene shown, but also other scenes developed by the student. After grading the stories for sense, development, capitalization, word choice, punctuation, and spelling, the teacher asks two or three students to read their stories aloud to the class.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Establishes a focus for the lesson

Provides for both guided and independent practice

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Speaking

B.3 - To contribute effectively to group discussions

Writing

C.3 - To compose social and business letters

C.6 - To use appropriate language

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

Study Skills

E.2 - To organize information

II. ACTIVITY TYPE(S)

Class discussion

Student writing

III. DESCRIPTION OF ACTIVITY

During a brief class discussion, the students identify areas of annoyance, such as advertised sales on items that are not in stock, record store policies, public library hours or policies, or local curfew laws. After reviewing the format of the business letter, which the students should have learned at an earlier grade level, each student writes a letter explaining the reasons for his or her complaint, giving specific examples, and making suggestions. The students work in pairs or in small groups to proofread and edit their letters. The teacher reviews the letters for content, tone, specificity, punctuation, capitalization, and spelling. The students revise their letters, hand them in for a final grade, and send clean copies to the appropriate persons or organizations.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Selects content that is appropriate to the level and interest of the students

Encourages students to apply academic skills to real-life situations

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.3 - To understand the differences in individual speech

Speaking

B.1 - To communicate ideas and experiences

B.2 - To use techniques for effective communication

B.3 - To contribute effectively to group discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.6 - To use appropriate language

II. ACTIVITY TYPE(S)

Small group work

Student writing

Class discussion

III. DESCRIPTION OF ACTIVITY

Following a discussion of the relationship between audience and word choice, the students are assigned to groups of six or seven. Each group member receives the following worksheet:

1. Audience:

______ four-year-olds
______ school friend
______ grandparent
______ prospective employer

2. It happened when I was abandoned at the

    ______ amusement park
    ______ department store during a gigantic sale
    ______ beach during a thunderstorm

3. First,
4. Next,
5. Before long,
6. Soon,
7. Then,
8. At last,

Each student checks off the audience and setting of his/her choice and passes the paper to the person seated at his/her right. This student looks at the audience and setting and writes a sentence beginning with the word "First." When all the "First" sentences have been written, each student passes the paper to the next person, who writes a sentence beginning with "Next." This process continues until all of the items have been completed. Each student reads a completed story aloud to the group, and the group selects the story whose language is best suited to its audience. These stories are read aloud to the whole class, which identifies the words and phrases in the story that show that the audience was being considered. The class then chooses another audience for each story and changes the language of each sentence to make it suitable for the new audience.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for both guided and independent practice

Conducts drill and/or application activities

Checks for student understanding

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Writing

C.5 - To complete commonly used forms

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

II. ACTIVITY TYPE(S)

Class discussion

Student writing

III. DESCRIPTION OF ACTIVITY

The teacher asks, "If you were hiring a person for a position in a fast-food restaurant, what would you want to know about that person?" Using student replies, the teacher constructs a model application form on the chalkboard or on an overhead projector. The teacher distributes sample application forms to the class, the students compare these with the model they constructed, discussing the reasons for including or omitting various items. The class then reviews the appropriate vocabulary words, such as "references," "nationality," and "marital status." The students are urged not to give facetious replies (for example, "SEX: Whenever I can get it"). Finally, the students fill out the sample forms and exchange them to check for accuracy and completeness and for capitalization, punctuation, and spelling. This approach can also be used with other kinds of forms.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Provides for both guided and independent student practice

Encourages students to apply academic skills to real-life situtations

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.1 - To interpret the content of oral presentations

Writing

B.1 - To communicate ideas and experiences

B.3 - To contribute effectively to group discussions

Speaking

C.1 - To communicate ideas through a variety of sentence and paragraph structures

Study Skills

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Multi-media presentation

Small group work

II. DESCRIPTION OF ACTIVITY

The teacher explains five elements of propaganda: transfer (for example, showing a happy couple near a new car), testimonial from a celebrity, bandwagon (i.e. everybody uses this), glittering generality, and plainfolks appeal. Using videocassettes, records, and/or audio tapes, the teacher provides examples of television or radio advertising and asks the students to identify the propaganda elements used in each sample. The teacher also provides examples of political speeches using these same elements, such as Franklin Delano Roosevelt's first inaugural address and John Fitzgerald Kennedy's inaugural address. (Records and tapes of such speeches are available in most public libraries.) The students identify topics that lend themselves to propaganda and suggest sentences that use one or more propaganda elements. As a group, the class composes one or two five-sentence paragraphs of propaganda, and the teacher writes these on the chalkboard. The students break up into groups of four or five; each group is assigned a topic, and, using the model(s) on the chalkboard, the group composes a five-sentence piece of propaganda. Each group reads its work to the class, and the other students identify the propaganda elements and suggest improvements.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Uses a variety of related subject matter

Demonstrates or models concepts or skills

Relates the lesson to what students already know

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Speaking

B.3 - To participate purposefully in class discussions

Writing

C.1 - To communicate ideas through a variety of sentence and paragraph structures

C.5 - To complete commonly used forms

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

II. ACTIVITY TYPE(S)

Student writing

Class discussion

III. DESCRIPTION OF ACTIVITY

Each student brings in a mail-order catalog from a retail chain (for example, Sears, Montgomery Ward, Penney's). Each student is given a budget of $500.00 and assigned a real-life situation that requires certain purchases. Examples include a teenager purchasing clothes and shoes for a school year, an expectant mother preparing a layette, a person starting a small engine repair business, a teenager redecorating a bedroom, and a newly married couple buying what is needed for a kitchen in a small apartment. Remaining within the $500.00 budget, each student completes the catalog order form with catalog numbers, prices, and other required information. Each student writes a paragraph justifying his/her choice of purchases. The teacher puts a few student paragraphs on the overhead projector to stimulate a discussion of accuracy, completeness, logic, organization, punctuation, capitalization, and spelling. The students revise their paragraphs in the light of this discussion and hand them in for a final grade.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for guided and independent student practice

Selects content that is appropriate to the level and interest of the students.

Relates lesson to what students already know

Encourages students to apply academic skills to real-life situations

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Writing

C.3 - To compose social and business letters

C.6 - To use appropriate language

C.7 - To use punctuation

C.8 - To use capitalization

C.9 - To spell words correctly

Study Skills

E.1 - To locate information

II. ACTIVITY TYPE(S)

Teacher presentation

Drill work

Student writing

III. DESCRIPTION OF ACTIVITY

After the students have completed an activity that involves real-life situations, such as the activity described on Page , the teacher reviews the format of a business letter and provides drill sheets or workbook pages for review and practice. Each student develops an inquiry, complaint, or request based on his/her earlier project. For example, students who had completed the activity on Page might ask about the safety features of nursery furniture or kitchen utensils, or complain about the selection of clothing sizes, styles, or colors. Each student finds the appropriate address and writes a business letter on his/her topic. The teacher helps the students proofread and edit their punctuation, capitalization, and spelling.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interests of the students

Reviews concepts and skills

Conducts drill and/or application activities

Gives extra help to students who need it

Encourages students to apply academic skills to real-life situations

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Listening

A.2 - To analyze delivery techniques

Speaking

B.1 - To communicate ideas and experiences

Study Skills

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Oral presentation

Class discussion

III. DESCRIPTION OF ACTIVITY

The teacher draws a simple design, such as a triangle in a square with two lines beside it, and staples it to a sheet of construction paper so that students cannot see the design through the back of the paper. A student volunteer describes the design, and the other students draw what the volunteer describes. No questions are permitted. At the conclusion of the activity, the students hold up their drawings and compare them with the original. The class discusses the need for specific directions, including size and position on the page. This activity may be used to introduce a lesson on following or writing clear directions.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Establishes a focus for the lesson

Demonstrates or models concepts or skills

GRADE CLUSTER 7 - 8

I. CONTENT STANDARD(S)

Study Skills

E.1 - To locate information

II. ACTIVITY TYPE(S)

Teacher presentation

Guided student research

III. DESCRIPTION OF ACTIVITY

Using a diagram on the chalkboard or on an overhead projector, the teacher describes the location of important items in the school library. Students are called on to go up to the diagram and point out various items. Each student receives a copy of the diagram and picks an index card containing a library assignment. The class goes to the library, and each student completes his/her assignment. Any student who asks help from the teacher or the librarian must summarize what he/she has already done to try to find the necessary item independently.

SAMPLE ASSIGNMENTS

Using the card catalog

a. What is the copyright date of (title of book)?
b. Is (title of book) illustrated?

Fiction books

a. What color is the book ________ by ________?
b. On what self are books by _________ found?

Nonfiction books

a. What types of books are located between 600 and 699? Name two of these books.
b. What is the title of the book that has the call number 739.4P?

Atlas

a. In what country is the city of Tbilisi?
b. On what page is a map of Canada?

Almanac

a. What were 1982's top films?
b. What are the ten longest rivers in the world?

Unabridged Dictionary

a. From what language does the word "shampoo" come?
b. How many syllables does antidisestablishmentarianism have?

Readers' Guide

a. Give the title and author of one article on dogs.
b. Give the title and author of one article on oil.

Vertical file

a. Find information on fire prevention and copy three sentences.
B. Find information on planets and copy three sentences.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Demonstrates or models concepts or skills

Conducts drill and/or application activities

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

Speaking

B.2 - To contribute effectively to group discussion

Literature

D.1 - To understand literary concepts

D.2 - To understand the structure of literary selections

D.4 - To interpret literature adapted for various media

II. ACTIVITY TYPE(S)

Multi-media presentation

Class discussion

III. DESCRIPTION OF ACTIVITY

The students view the first ten or fifteen minutes of a videotaped television drama that includes relatively simple characterization and plot development. In a class discussion, the students describe the characters' most important traits and relationships and predict the outcome of the plot. Following this practice session, the students view the first ten or fifteen minutes of a filmed or videotaped literary selection. Using the skills they practiced on the easier selection, the students discuss the characters, relationships, and probable outcome of the literary work. The students read the work silently or aloud, or the teacher reads it to them, before they view the rest of the film or videotape. During the followup discussion, the students consider the differences between the written and dramatized versions of the story.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Relates the lesson to what the students already know

Provides for guided practice

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

A.3 - To analyze the techniques and to critique the effectiveness of oral presentations

Speaking

B.2 - To contribute effectively to group discussion

B.4 - To deliver oral presentations of specified types

Writing

C.1 - To present material in appropriate written form

C.6 - To use appropriate language

C.7 - To select effective words

C.10 - To practice a variety of composition forms

Literature

D.1 - To understand literary concepts

D.2 - To understand the structure of literary selections

D.3 - To understand the use of language

D.5 - To use literature as a stimulus for other forms of communication

II. ACTIVITY TYPE(S)

Student writing

Small group work

Class discussion

III. DESCRIPTION OF ACTIVITY

After a detailed discussion of Chaucer's Prologue to the Canterbury Tales, each student selects a character from the Prologue and identifies a present-day counterpart of that character. For example, the Wife of Bath might suggest a member of NOW, while the Pardoner might suggest a television evangelist. Each student writes twelve heroic couplets describing this modern character in Chaucerian terms. The couplets may be written in modern English or in Middle English (or some approximation thereof). After the students have completed this assignment, the class breaks up into groups. As far as possible, students who selected the same Chaucerian character work together. Each student reads his/her verses to the group, and the group selects one paper to be read aloud to the class. At the conclusion of each reading, the class discusses the human characteristics represented in the verses and the relationships between the modern character and the Chaucerian character.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Checks for student understanding

Elicits student-generated ideas

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

Speaking

B.2 - To contribute effectively to group discussion

B.4 - To deliver oral presentations of specified types

Writing

C.1 - To present material in appropriate written form

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.6 - To use appropriate language

C.9 - To structure a multi-paragraph composition

C.10 - To practice a variety of composition forms

Literature

D.1 - To understand literary concepts

D.5 - To use literature as a stimulus for other forms of communication

II. ACTIVITY TYPE(S)

Class discussion

Student writing

III. DESCRIPTION OF ACTIVITY

Following a detailed discussion of mythological gods and heroes, each student selects one of these characters and places him/her in a modern milieu, such as a shopping mall or a Burger King. The student writes a story that illustrates the specific personality characteristics of that god or hero. The teacher asks a few students to read their stories aloud. The teacher leads a discussion on the ways in which the personalities of the gods and heroes are depicted in these papers. After reading the papers, the teacher also discusses areas of capitalization, punctuation, spelling, and grammatical usage in which the students seem weak. The students exchange papers or correct their own papers following this discussion.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Checks for student understanding

Elicits student-generated ideas

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Writing

C.1 - To present material in appropriate written form

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.6 - To use appropriate language

C.7 - To select effective words

C.9 - To structure a multi-paragraph composition

C.10 - To practice a variety of composition forms

Literature

D.1 - To understand literary concepts

D.5 - To use literature as a stimulus for other forms of communication

Study Skills

E.1 - To locate information

E.2 - To organize information

II. ACTIVITY TYPE(S)

Student research and writing

III. DESCRIPTION OF ACTIVITY

As part of a unit on mythology, each student selects a monster, such as the Cyclops or the Minotaur. Using more than one source, the student writes a pseudo-scientific report in appropriately technical language describing the habitat, parentage, feeding habits, physical appearance, and other characteristics of the monster. The papers are graded for accuracy and for capitalization, punctuation, spelling, grammatical usage, and word choice.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Elicits student-generated ideas

Reviews material previously learned

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.1 - To understand the differences in individual speech

A.2 - To interpret the content of oral presentations

Speaking

B.1 - To communicate with appropriate language

B.2 - To contribute effectively to group discussion

B.4 - To deliver oral presentations of specified types

Literature

D.5 - To use literature as a stimulus for other forms of communication

D.6 - To explore the varied interrelationships of literature, society, and the individual

II. ACTIVITY TYPE(S)

Small group work

Dramatization

III. DESCRIPTION OF ACTIVITY

As an introduction to Hamlet, students participate in extemporaneous improvisations designed to simulate elements of the plot. The class is divided into groups of four, and the desks are moved to provide a central acting area. Each individual is given a 3 X 5 card containing a thumbnail sketch of his/her part.

Sample assignments:

1. Female, no mother, involved with an older man
2. College student, brother of #1
3. Friend of female #1
4. Father of #1 and #2, widower

For five minutes, the groups consider who their characters are and think about a situational problem assigned by the teacher.

Sample problem:

Friend (#3) enters upset at having heard a nasty rumor about girl (#1) and tells her in front of her family.

Each member of the group should take part in the scene, and each scene should take 3-5 minutes. Following this activity, the class lists traits they have inferred about each character from what the performers said and did.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Elicits student-generated ideas

Promotes student interaction

Uses more than one type of explanation

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

Speaking

B.1 - To communicate with appropriate language

B.3 - To use techniques for effective communication

B.4 - To deliver oral presentations of specified types

Writing

C.1 - To present material in appropriate written form

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.6 - To use appropriate language

C.7 - To select effective words

C.10 - To practice a variety of composition forms

Literature

D.2 - To understand the structure of literary selections

D.6 - To explore the varied interrelationships of literature, society, and the individual

II. ACTIVITY TYPE(S)

Teacher presentation

Student writing

Class discussion

Oral reports

III. DESCRIPTION OF ACTIVITY

To prepare students to read a novel that contains autobiographical elements, such as Chaim Potok's The Chosen, Mark Twain's Huckleberry Finn, or Sylvia Plath's The Bell Jar, the teacher tells the class about an important aspect of the author's life. This brief lecture may include excerpts from letters, journals, or biographies. The class discusses the importance of the events described by the teacher and suggests ways in which these events might have affected the author. Each student then writes a fictionalized version of these events, paying particular attention to consistency of character, tone, and mood. After reading these stories, the teacher asks a few students to read their stories aloud as the basis for a class discussion of the ways in which autobiographical elements can be adapted to fiction. The students revise their capitalization, punctuation, spelling, grammar, and word choice and hand the papers in for a final grade. As the students read the novel, the teacher reminds them of this discussion and assigns students to research and report on other aspects of the author's life that are relevant to the novel.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Provides for both guided and independent practice

Prepares students for future learning activities

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.3 - To analyze the techniques and to critique the effectiveness of oral presentations

Speaking

B.1 - To communicate with appropriate language

B.2 - To contribute effectively to group discussion

B.3 - To use techniques for effective communication

B.4 - To deliver oral presentations of specified types

Writing

C.9 - To structure a multi-paragraph composition

C.10 - To practice a variety of composition forms

Literature

D.1 - To understand literary concepts

D.2 - To understand the structure of literary selections

D.6 - To explore the varied interrelationships of literature, of literature, society, and the individual

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Student writing

Small group work

Oral presentations

III. DESCRIPTION OF ACTIVITY

The teacher asks the students to imagine that they have been asleep for one hundred years or that they have travelled in a time machine from the nineteenth century. The class discusses briefly what life was like a century ago with regard to transportation, entertainment, and dress. The teacher may illustrate this part of the lesson with slides or pictures. The teacher then holds up a simple modern object, such as a radio, a pencil sharpener, or a hair dryer, and asks the students to describe this object as if they had never seen anything like it before, and to guess its use. The teacher holds up another such object and asks the students to write a description of it, using the preceding discussion as a model. When the students have completed this assignment, they form small groups, pass their papers around, and write a group essay combining the best features of their individual papers. Each group reads its essay to the class. This activity may be used to prepare students to read literature dealing with time travel, such as H. G. Wells' The Time Machine, or with long-term sleepers, such as Washington Irving's "Rip Van Winkle."

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Demonstrates or models concepts or skills

Provides for both guided and independent practice

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.1 - To understand the differences in individual speech

A.2 - To interpret the content of oral presentations

A.3 - To analyze the techniques and to critique the effectiveness of oral presentations

Speaking

B.1 - To communicate with appropriate language

B.2 - To contribute effectively to group discussion

B.3 - To use techniques for effective communication

B.4 - To deliver oral presentations of specified types

Writing

C.1 - To present material in appropriate written form

C.6 - To use appropriate language

C.7 - To select effective words

C.9 - To structure a multi-paragraph composition

C.10 - To practice a variety of composition forms

Literature

D.1 - To understand literary concepts

D.2 - To understand the structure of literary selections

D.3 - To understand the use of language

D.4 - To interpret literature adapted for various media

II. ACTIVITY TYPE(S)

Multi-media presentation

Teacher presentation

Class discussion

Small group work

Oral presentation

III. DESCRIPTION OF ACTIVITY

The class listens to a recorded version of tall tale, such as Twain's "The Celebrated Jumping Frog of Calaveras County" or a Paul Bunyan story. The teacher defines six elements of effective storytelling: selection of material, visualization, language, realism, suspense, and vocal inflection. The students provide examples of each element from the story they have heard and from other sources. While listening to another story, the students take notes on the six elements in preparation for a brief class discussion. The students then identify four or five topics for tall tales dealing with school activities, after-school jobs, social events, and other aspects of their lives, and the teacher lists these topics on the chalkboard. The students focus on one of these topics and suggest ideas for developing a tall tale. Using the chalkboard or an overhead projector, the teacher writes the story as it evolves from the class discussion. Following this discussion, the class is divided into small groups and, using the story developed by the whole class as a model, each group writes a tall tale based on one of the topics listed on the chalkboard. The teacher grades the completed tales and suggests revisions. Each group presents its revised tale to the class, and each member of the group participates in the oral reading in some way; for example, the group members may take turns reading, or one student may read the expository sections while other students read the various characters' dialogue. The class evaluation of each presentation is based on the six elements of storytelling defined at the beginning of the lesson.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Demonstrates or models concepts of skills

Provides for both guided and independent practice

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

Speaking

B.2 - To contribute effectively to group discussion

B.4 - To deliver oral presentations of specified types

Writing

C.6 - To use appropriate language

C.7 - To select effective words

C.10 - To practice a variety of composition forms

Literature

D.1 - To understand literary concepts

D.3 - To understand the use of language

D.5 - To use literature as a stimulus for other forms of communication

Study Skills

E.4 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Class discussion

Small group work

Student writing

Dramatization

III. DESCRIPTION OF ACTIVITY

After reading and discussing several works of literature, the class is divided into groups of four or five students. Each group is assigned a character from one of the literary works the class has read. The group composes a speech in which the character expresses ideas and attitudes that suggest his/her identity. The speech should employ language that is appropriate for that character to use, but it should not include references to specific events that would disclose the character's identity too easily. One student from each group reads the speech to the class, and the other students guess the identity of the character and identify the clues contained in the speech. This activity may be used to review for a test on a unit of literature.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews material previously learned

Checks for student understanding

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

A.3 - To analyze the techniques and to critique the effectiveness of oral presentations

Speaking

B.1 - To communicate with appropriate language

B.3 - To use techniques for effective communication

B.4 - To deliver oral presentations of specified types

Writing

C.7 - To select effective words

C.8 - To compose paragraphs

Literature

D.5 - To use literature as a stimulus for other forms of communication

D.6 - To explore the varied interrelationships of literature, society, and the individual

II. ACTIVITY TYPE(S)

Oral presentations

III. DESCRIPTION OF ACTIVITY

After studying speeches and essays written by Americans of the Revolutionary period, each student uses the elements of persuasion demonstrated in these literary selections in composing a 3-5 minute persuasive speech on a topic of his/her choice. While the speeches are being delivered, the listeners use rating sheets to evaluate tone and control, body language, audience appeal, persuasive techniques, word choice, and logic.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews concepts and skills

Elicits student-generated ideas

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Speaking

- B.2 - To contribute effectively to group discussion
- B.4 - To deliver oral presentations of specified types

Writing

- C.1 - To present material in appropriate written form
- C.2 - To use capitalization
- C.3 - To use punctuation
- C.4 - To spell words correctly
- C.5 - To structure appropriate grammatical units
- C.6 - To use appropriate language
- C.7 - To select effective words
- C.9 - To structure a multi-paragraph composition

Study Skills

- E.2 - To organize information
- E.3 - To interpret information

II. ACTIVITY TYPE(S)

Small group work

Student writing

III. DESCRIPTION OF ACTIVITY

The teacher divides the class into groups of four or five and gives each group a large envelope containing a database (articles, editorials, newspaper clippings, charts, pictures, cartoons, or letters to the editor) on a particular topic. Topics may include drugs in athletics, seat belt laws, and teenage drunk driving. (The teacher may prefer to give the students in each group enough lead time to bring in such information on their own.) The students read the information in their packets and study the ideas presented on their topic, noting similarities and differences in the information. After studying this material, each student in the group draws a conclusion based on the database information and develops this conclusion into a multiple paragraph essay, using the database material as supporting information. For purposes of comparison, the teacher may request that one student in each group write on the topic without having read the database. The students in each group evaluate each other's work for accuracy, specificity, and logic. They also proofread for spelling, diction, usage, capitalization, and punctuation. Each student revises his/her essay and reads it aloud to the group for final comments before handing it in for a grade. This activity may be used as an introduction to report writing. In the next phase of the unit, students go to the library to collect their own data.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Establishes a focus for the lesson

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.2 - To interpret the content of oral presentations

Speaking

B.2 - To contribute effectively to group discussion

B.4 - To deliver oral presentations of specified types

Writing

C.1 - To present material in appropriate written form

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.6 - To use appropriate language

C.7 - To select effective words

C.9 - To structure a multi-paragraph composition

C.10 - To practice a variety of composition forms

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Student writing

Small group work

III. DESCRIPTION OF ACTIVITY

The teacher explains two headings that are commonly found in business and technical reports: statement of the problem and proposed solution. During a brief class discussion, the students consider aspects of their school and community that could be improved. Examples might include slow lunch lines; library policies, hours, or holdings; school bus routes or hours; or policies or hours at a local movie, swimming pool, or arcade. Each student selects a topic and writes a description of the problem and a proposed solution, including time and cost factors. The students select only topics on which the necessary information is available. One or two volunteers read their papers aloud, and the class discusses and evaluates the accuracy and completeness of the description of the problem and discusses the strong points and the weak points of the proposed solutions. The students exchange papers and each student writes a paragraph arguing against the proposed solution in the paper that he/she is reading. If possible, more than one student reviews each paper. The original writer writes a reply to the other students' objections and/or modifies the proposed solution. Each student then writes a final report, including an accurate and specific statement of the problem, a proposed solution, and a rationale for the proposed solution that takes possible objections into account. The teacher evaluates the students' work on the basis of content, tone, diction, usage, spelling, punctuation, and capitalization. Where appropriate, students may write a cover letter, using the business letter format they learned at an earlier grade level, and send the report to the appropriate person or organization.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects material that is appropriate to the level and interest of the students

Encourage students to apply academic skills to real-life situations

Reviews concepts and skills

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Listening

A.1 - To understand the differences in individual speech

A.2 - To interpret the content of oral presentations

Speaking

B.2 - To contribute effectively to group discussion

B.4 - To dliver oral presentations of specified types

Writing

C.6 - To use appropriate language

C.7 - To select effective words

C.8 - To compose paragraphs

Literature

D.3 - To understand the use of language

D.6 - To explore the varied interrelationships of literature, society, and the individual

II. ACTIVITY TYPE(S)

Teacher presentation

Class discussion

Student writing

Small group work

Oral presentation

III. DESCRIPTION OF ACTIVITY

The teacher reads aloud items from the annual list of "doublespeak" published by the National Council of Teachers of English. Considering such expressions as "pre-dawn vertical insertion," meaning "paratroop invasion in the middle of the night," the students infer the meaning of the word "euphemism" and supply examples of euphemisms they hear in commercials and news reports. The students list ideas or objects that they consider objectionable, such as homework and curfew, and make up euphemisms for these terms. The students then work in groups of four or five to write reasonably coherent paragraphs using at least one euphemism in each sentence. A member of each group reads the group's paragraph to the class, asking the other students to interpret the euphemisms sentence by sentence. Finally, the class discusses the possible uses and misuses of euphemisms. This activity may be used as an introduction to a literary work that employs euphemisms, such as George Orwell's 1984 or Aldous Huxley's Brave New World.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Relates lesson to what students already know

Elicits student-generated ideas

Encourages students to relate academic skills to real-life situations

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Writing

C.1 - To present material in appropriate written form

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.9 - To structure a multi-paragraph composition

Study Skills

E.1 - To locate information

E.2 - To organize information

E.3 - To interpret information

II. ACTIVITY TYPE(S)

Student research and writing

III. DESCRIPTION OF ACTIVITY

Following class discussions and worksheet practice on organizing facts and selecting appropriate details, each student selects a vacation destination in the United States and goes to a travel agency or an AAA office to pick up brochures relating to that destination. The students plan all the necessary arrangements for a three-week vacation, such as transportation, baggage handling, accommodations, meals, and travelers' checks. The students also plan travel wardrobes, sightseeing itineraries, and budgets. Each student writes a multi-paragraph procedure paper describing these plans in detail. The paper should include such information as specific flight or train numbers and times, hotel names and rates, and sightseeing itineraries. The students should have enough lead time to write to the appropriate Chamber of Commerce or Tourist Bureau for free information. Papers receive a grade for content (accuracy and completeness) and a separate grade for correct capitalization, punctuation, and spelling. Mistakes in areas of language that have already been discussed in class are considered especially serious. Students whose language grade is below a B use grammar handbooks and dictionaries to make corrections. They may consult other students or the teacher only after they have made reasonable efforts to find the answers independently.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Encourages students to relate academic skills to real-life situations

Selects content that is appropriate to the level and interest of the students

Conducts drill and/or application activities

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Speaking

B.2 - To contribute effectively to group discussion

Writing

C.1 - To present material in appropriate written form

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.6 - To use appropriate language

C.7 - To select effective words

C.9 - To structure a multi-paragraph composition

C.10 - To practice a variety of composition forms

II. ACTIVITY TYPE(S)

Teacher presentation

Drill work

Student writing

Small group work

III. DESCRIPTION OF ACTIVITY

The students complete a research activity that involves real-life situations, such as the activity described on Page . Each student develops an inquiry, request, or complaint based on what he or she has learned in the course of the research activity. Using the chalkboard or an overhead projector, the teacher reviews the format of a business letter, which should have been introduced in a previous grade. The teacher also provides drill sheets or workbook pages for student practice. Each student writes a letter embodying his or her inquiry, request, or complaint. The students exchange letters to proofread for capitalization, punctuation, spelling, grammar, and word choice, and the teacher reviews the letters and grades them. Finally, the students address envelopes and mail their letters. When replies arrive, they may be shared with the class.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Selects content that is appropriate to the level and interest of the students

Reviews concepts and skills

Conducts drill and/or application activities

Encourages students to apply academic skills to real-life situations

GRADE CLUSTER 9 - 12

I. CONTENT STANDARD(S)

Speaking

B.2 - To contribute effectively to group discussion

Writing

C.2 - To use capitalization

C.3 - To use punctuation

C.4 - To spell words correctly

C.5 - To structure appropriate grammatical units

C.9 - To structure a multi-paragraph composition

Study Skills

E.4 - To prepare for and take tests

II. ACTIVITY TYPE(S)

Class discussion

Student writing

Teacher presentation

III. DESCRIPTION OF ACTIVITY

Students are given a sample essay test and are asked to list steps they could use to prepare for this test, such as looking over lecture notes and textbook assignments; developing some of their own essay questions, outlining responses to these questions, and memorizing the outlines; using catch phrases; and practicing writing an essay within a specific time limit. Students write sample essay questions and identify key words, such as "compare," "evaluate," "prove," "relate," "state," "illustrate," and "discuss." The teacher identifies three common errors found in students' essays: padding, weak development, and choppy sentences. The class discusses suggestions for dealing with these errors, such as sticking to the point, using details to support major points, and using transitions. Each student writes an essay discussing the methods that can be used to write well-organized and complete answers to essay questions. Each student also writes an essay explaining the five steps in preparing for an essay exam. These essays are graded for content and for correct capitalization, punctuation, spelling, and grammatical usage.

IV. ELEMENT(S) OF EFFECTIVE INSTRUCTION

Reviews concepts and skills

Checks for student understanding

Provides for both guided and independent practice

APPENDIX A
ENGLISH/LANGUAGE ARTS CONTENT STANDARDS

Grades 1-3

The program will provide instruction in		The student will be expected to
A. Listening		
1. To distinguish environmental sounds	1.1	Name common environmental sounds
	1.2	Identify emotions from tone of voice
	1.3	Name classmates by their voices
2. To follow directions	2.1	Follow one, two, and three-step directions
	2.2	Follow rehearsed emergency procedures (fire drill)
3. To respond to oral presentations	3.1	Name the main character(s) of a story
	3.2	State details about a selected event in a story
	3.3	Retell the major events of a story
	3.4	Explain moods of a story (happy, sad)
	3.5	State the time and place of a story
	3.6	Explain the relationship of the title to the story
	3.7	Tell whether story is fact or fantasy
	3.8	State an appropriate ending for a story
4. To demonstrate the characteristics of an appreciative and respectful listener	4.1	Allow a speaker to function without interruption
	4.2	Show attentiveness

B. Speaking

1. To communicate ideas and experiences	1.1	State name, address, and phone number
	1.2	Describe a personal experience
	1.3	Tell an original story
	1.4	Participate in role-playing
	1.5	Summarize a story, movie, or trip
	1.6	State a set of directions
	1.7	Tell a joke or riddle
	1.8	Present an informative report
2. To use techniques for effective communication	2.1	Use appropriate language
	2.2	Speak at the proper times
	2.3	Use appropriate gestures
	2.4	Vary volume, inflection and tone of voice to indicate change of meaning and feeling
	2.5	Enunciate words
3. To participate purposefully in class discussions	3.1	Ask meaningful questions
	3.2	State relevant thoughts

C. Writing

1. To use handwriting appropriately	1.1	Draw visually distinct patterns
	1.2	Print upper and lower case letters legibly
	1.3	Form manuscript and cursive letters
2. To use language appropriately	2.1	Compose a simple sentence

	2.2 Compose an expanded sentence using modification
	2.3 Compose a friendly letter
	2.4 Address an envelope
	2.5 Compose a report on a selected subject
3. To use capitalization	3.1 Capitalize the pronoun I
	3.2 Capitalize the first word of a sentence
	3.3 Capitalize a person's name
	3.4 Capitalize the days of week, months of year, holidays, streets, cities and states
4. To use punctuation	4.1 Use a period or question mark appropriately
	4.2 Use a comma between the day and year in a date
	4.3 Use a comma between a city and its state
5. To spell words correctly	5.1 Spell words from prescribed list
	5.2 Proofread personal writing for correct spelling
6. To analyze language	6.1 Use subject-predicate agreement in personal writing
	6.2 Identify and use nouns, verbs, and adjectives properly
D. Literature	
1. To interpret meaning	1.1 Demonstrate feelings and ideas acquired from or related to a literary work
	1.2 Identify main characters, time and place

	1.3	Identify major character traits
	1.4	Identify values in literature (honesty, courage)
2. To distinguish literary forms	2.1	Identify fairy tales, poems, and plays
	2.2	Identify folk tales and fantasies
E. Study skills		
1. To organize information	1.1	Arrange letters in alphabetical order
	1.2	Alphabetize a list of words up to the 3rd letter
	1.3	Classify words according to categories (horse, cow and cat are animals; pig, chicken, cow are farm animals)
	1.4	Arrange pictures, words, and sentences in correct order
	1.5	Take notes in a logical fashion (homework assignments)
2. To locate information	2.1	Identify the title page, glossary and table of contents
	2.2	Use title page and glossary to locate information (author, illustrator, word meaning, pronunciation)
	2.3	Use the table of contents to determine organization and locate information
	2.4	Use the dictionary for pronunciation and word meaning

		2.5	Identify and use sources for oral or written presentations (magazines, encyclopedias, newspapers, resource people)
3.	To prepare for and take tests	3.1	Respond appropriately to true-false, matching, and multiple choice test questions

Grades 4-6

The program will provide instruction in	The student will be expected to
A. Listening	
1. To follow directions	1.1 Follow multi-step directions for assigned tasks (test instructions)
2. To respond to oral presentations	2.1 Identify relevant information
	2.2 Paraphrase content
3. To analyze oral presentations	3.1 Explain why a presentation is liked or disliked
	3.2 Determine conflict(s) in a story
	3.3 Identify contextual clues
	3.4 Recognize literary sound devices (onomatapoeia, alliteration, rhyme)
B. Speaking	
1. To communicate ideas and experiences	1.1 State directions and explanations clearly
	1.2 Make proper introductions and announcements
	1.3 Make class presentations (informal book review, formal reports, informal speech)
2. To use techniques for effective communication	2.1 Use standard English appropriate to a situation
	2.2 Establish and maintain audience contact (eye contact, audience attention)
	2.3 Read aloud with proper expression

3.	To participate purposefully in in class discussions	3.1	State appropriate explanations
		3.2	Interact and assume roles with peers in small groups

C. Writing

1.	To communicate ideas through a variety of sentence and paragraph structures	1.1	Identify and compose interrogative, imperative and exclamatory sentences
		1.2	Identify and compose simple and compound sentences
		1.3	Identify simple/complete subjects and predicates
		1.4	Identify compound subjects and predicates
		1.5	Identify and compose sentences using direct objects
		1.6	Construct a descriptive paragraph using a topic sentence and supporting details
		1.7	Construct a paragraph developing narration
2.	To organize ideas and information	2.1	Take notes by paraphrasing information to avoid plagarism
		2.2	Use outlining in developing a report
		2.3	Summarize ideas and information
		2.4	Compose reports using library resources
		2.5	Prepare a list of sources
3.	To communicate thoughts through letter writing	3.1	Compose social and business letters
		3.2	Address envelopes

4. To create poetry	4.1	Compose poems of various types
5. To proofread and edit	5.1	Identify and correct for mechanical, structural and organizational errors
	5.2	Identify and correct for sentence variety, use of details, and appropriate word choice
	5.3	Identify and correct fragments and run-on sentences
6. To recognize and use parts of speech	6.1	Identify and apply correct usage of singular and plural, common and proper, and abbreviation of nouns
	6.2	Identify and use action and linking verbs, helping verbs and irregular verb forms correctly
	6.3	Identify meanings and correct spelling of contractions
	6.4	Identify and use articles and common adjectives
	6.5	Identify and use possessive and reflexive pronouns
	6.6	Identify and apply correct usage of possessive nouns
	6.7	Use present, past and future tenses
	6.8	Use comparative adjectives
	6.9	Differentiate adverbs of place, time, manner and degree
	6.10	Use adverbs of comparison
	6.11	Identify and use prepositions, conjunctions, and interjections

7. To use punctuation	7.1	Use commas to separate items in a series
	7.2	Use apostrophes in contractions
	7.3	Use a colon after the greeting in a business letter and in time notation
8. To use capitalization	8.1	Capitalize adjectives derived from the names of nationalities or ethnic groups
	8.2	Capitalize appropriate words in titles of documents
9. To use legible handwriting	9.1	Write letters and words in proper cursive form
10. To spell words correctly	10.1	Separate words according to rules of syllabication
	10.2	Apply basic spelling rules
	10.3	Spell words from a prescribed list

D. Literature

1. To identify literary forms	1.1	Differentiate between novel and short story
	1.2	Differentiate between fiction and nonfiction
	1.3	Identify biographies, fables, legends, tall tales and myths
	1.4	Identify lyric and narrative poetry
2. To recognize selected literary elements	2.1	Recognize rhyme, rhythm and alliteration
	2.2	Identify mood and plot
	2.3	Identify simile, metaphor, and personification
	2.4	Name persuasive techniques

E. Study skills

1. To locate information	1.1	Use guide words to locate dictionary entries
	1.2	Select appropriate definition from multiple meanings
	1.3	Locate and determine syllables and pronunciations
	1.4	Locate words by root words
	1.5	Find meanings of common prefixes and suffixes
	1.6	Locate title, author and subject cards; record call-numbers for books; locate a given book in the library
	1.7	Identify and locate copyright date, and publisher
	1.8	Find a given topic in the index of a reference book
	1.9	Use guide words/letters to locate topics
	1.10	Identify and use specialized encyclopedias
	1.11	Use skimming and scanning techniques
2. To organize information	2.1	Use appropriate outline form
3. To interpret information	3.1	Interpret bar, line, and pie graphs and pictographs
4. To retain information	4.1	Memorize selected and assigned material
5. To prepare for and take tests	5.1	Respond appropriately to sentence completion items and short answer questions

Grades 7 and 8

The program will provide instruction in	The student will be expected to	
A. Listening		
1. To interpret the content of oral presentation	1.1	Paraphrase the main idea
	1.2	Identify supporting details
	1.3	Identify key words or phrases
	1.4	Derive word meaning from context
	1.5	Determine speaker's purpose (inform, entertain, persuade)
	1.6	Determine audience to whom information is directed
	1.7	Distinguish relevant from irrelevant statements
	1.8	Analyze statements of fact and statements of opinion
	1.9	State logical reasons for liking or disliking a presentation
2. To analyze delivery techniques	2.1	Recognize effective voice qualities (pitch, volume, inflection)
	2.2	Identify speaker's method of getting audience appeal (humor, appeal to loyalty, emotional appeal, use of various propoganda techniques)
	2.3	Evaluate language choice of speaker (diction, usage, vocabulary)

	3. To understand the differences in individual speech	3.1	Identify the contribution of regional and ethnic speech to the variety and enrichment of language
		3.2	Infer what the speaker feels by discerning changes in tone of voice
B. Speaking			
	1. To communicate ideas and experiences	1.1	Participate in simulated interviews
		1.2	Deliver an anecdote to entertain
		1.3	Present an oral report
	2. To use techniques for effective communication	2.1	Organize details
		2.2	Emphasize main idea
		2.3	Present an introduction and conclusion
		2.4	Employ appropriate volume, pitch, tone, and inflection
		2.5	Adapt rate of speech to purpose
		2.6	Adhere to specific time limitations
	3. To contribute effectively to group discussions	3.1	Participate in a panel discussion
	4. To experience role-playing in creative drama	4.1	Portray a character
C. Writing			
	1. To communicate ideas through a variety of sentence and paragraph structures	1.1	List ideas pertaining to a topic
		1.2	Compose an appropriate topic sentence
		1.3	Organize related ideas in a paragraph

		1.4	Use supporting details
		1.5	Use transitional connectives
		1.6	Use complex sentences
		1.7	Use an appropriate concluding sentence
		1.8	Use parallel construction
2.	To structure a multi-paragraph composition	2.1	Select and limit a subject
		2.2	Document ideas
		2.3	Construct an informal or formal outline
		2.4	Compose a first draft
		2.5	Review and revise the first draft for mechanical, structural, and grammatical and content errors
		2.6	Use original wording
		2.7	Give credit for resources if used
3.	To compose social and business letters	3.1	Use correct form in various types of letters
		3.2	Use language appropriate to the reader and situation
4.	To prepare messages	4.1	Identify clearly recorded messages
		4.2	Document a message
5.	To complete commonly used forms	5.1	Prepare an order form
		5.2	Fill out an employment application
		5.3	Apply for a Social Security number
6.	To use appropriate language	6.1	Identify and use levels of language (formal, informal, colloquial, slang)

	6.2	Correct sentences containing misplaced modifiers
	6.3	Use a dictionary to select appropriate word meaning
7. To use punctuation	7.1	Use commas correctly in compound sentences, appositives, parenthetical expressions, introductory clauses and phrases, salutations, and closings of letters
	7.2	Use apostrophes in possessives
	7.3	Use quotation marks for direct quotations and appropriate titles
8. To use capitalization	8.1	Capitalize names of events, buildings and historic periods
	8.2	Capitalize specific geographic items (mountain, sea, bay, continent)
9. To spell words correctly	9.1	Distinguish between commonly confused homonyms
	9.2	Recognize and correct misspelled words in context
	9.3	Use a dictionary to check misspelled words

D. Literature

1. To recognize selected literary elements	1.1	Identify point of view, setting and theme
2. To distinguish literary forms	2.1	Identify autobiographies
	2.2	Identify articles and essays
	2.3	Identify ballads and folktales
3. To recognize the use of language in literature	3.1	Identify sensory words

	3.2	Explain the effects of dialect
4. To interpret meaning	4.1	Share responses to a literary selection
	4.2	Create extensions to a literary work
	4.3	Read orally using appropriate intonation and inflection to indicate interpretation
5. To explore the varied interrelationship of literature, society, and the individual	5.1	Analyze themes in literature (environment, violence, competition, honesty, courage, and truth)
	5.2	Determine how literature may reflect man's concern for fellow man
	5.3	Identify self with literary character
E. Study skills		
1. To locate information	1.1	Locate given topic/book using Dewey Decimal System
	1.2	Use subheadings and cross-references to locate specific information
	1.3	Use a dictionary to find meanings of compound words (open, closed, hyphenated), common idioms, and word origins
	1.4	Identify and use specialized sections of available dictionaries
	1.5	Use a thesaurus
	1.6	Use Reader's Guide to Periodical Literature to locate a given topic and/or title and date of a magazine entry

		1.7	Derive information from an interview
2.	To organize information	2.1	Recognize topics too broad or too narrow for a report of a given length
		2.2	Take notes from reference/media materials by paraphrasing information
3.	To interpret information	3.1	Differentiate between fact and opinion
		3.2	Identify propaganda techniques
4.	To prepare for and take tests	4.1	Compose paragraph responses for essay questions

Grades 9-12

This program will provide instruction in	The student will be expected to
A. Listening	
1. To understand the differences in individual speech	1.1 Paraphrase the speaker's message
2. To interpret the content of oral presentations	2.1 Explain the relationship of ideas (sequence, cause and effect)
	2.2 Identify transitional devices
	2.3 Identify purposeful repetition
	2.4 Identify proposed solutions to problems
	2.5 Identify points to be questioned (information, validity of evidence, clarification)
3. To analyze the techniques and to critique the effectiveness of oral presentations	3.1 Determine the speaker's understanding of the nature of the audience
	3.2 Evaluate the audience's reaction to the speaker
	3.3 Identify general voice qualities (tone and control)
	3.4 Evaluate the use of body language (posture, gestures, facial expression)
	3.5 Identify speaker's method to gain audience appeal (use of wit, humor, pathos, appeal to loyalty, prejudice, special interest)

	3.6	Explain the techniques of persuasion and/or propaganda in sales solicitation, commercial advertising, political appeals
	3.7	Evaluate the use of language (construction, usage, vocabulary, idiomatic expression, cliche)
	3.8	Evaluate the effects of audio-visual aids
	3.9	Recognize adherence to logical thought
	3.10	Recognize hasty generalization, fallacious reasoning, unsubstantiated assumptions, emotional pleas, and other persuasive methods
	3.11	Recognize circular argumentation or lack of evidence

B. Speaking

1. To communicate with appropriate language	1.1	Express thoughts with clarity
	1.2	Use acceptable pronunciation
	1.3	Employ effective language (dialect, idiom)
2. To contribute effectively to group discussion	2.1	Ask significant questions
	2.2	Contribute related ideas
	2.3	Give logical explanations
	2.4	Cite appropriate references
	2.5	Define and demonstrate roles within the group (leader, discussant)

	2.6	Participate in formal discussion (round table, forum, symposium, debate)
	2.7	Use parliamentary procedure
3. To use techniques for effective communication	3.1	Arrange ideas based on the purpose of the speech
	3.2	Organize details to emphasize main idea
	3.3	Repeat key phrases for emphasis
	3.4	Speak from notes
4. To deliver oral presentations of specified types	4.1	Give an impromptu talk on a familiar topic
	4.2	Give presentations for varied purposes (to explain, inform, entertain, persuade)
	4.3	Give an extemporaneous speech
	4.4	Give an interpretive reading of drama, poetry, or prose
	4.5	Participate in improvisational activities
C. Writing		
1. To present material in appropriate written form	1.1	Follow prescribed writing standards
	1.2	Document directly quoted material and/or paraphrased material to avoid plagiarism
2. To use capitalization	2.1	Capitalize names related to deification
	2.2	Capitalize names of political organizations and other groups
	2.3	Capitalize titles attributed to people

3. To use punctuation	3.1	Use the comma with nonrestrictive subordinate elements and direct address
	3.2	Use a semicolon to separate items in a series where a comma will not suffice
	3.3	Use a semicolon to separate clauses in a compound sentence where there is no coordinating conjunction or where commas appear within one or more of the clauses
	3.4	Use a semicolon before adverbial conjunctions in a compound sentence
	3.5	Use a colon before a formal direct quotation
	3.6	Use a colon before an itemized list if the introductory statement is a complete sentence
	3.7	Use parentheses for parenthetical expressions
	3.8	Use underlining/italics for titles of books, magazines, newspapers, motion pictures and works of art
	3.9	Use quotation marks for titles within books
	3.10	Use hyphen correctly with compound modifiers
	3.11	Use a colon between volume and page in magazine listing
	3.12	Use underlining/italics for words, figures, and letters
	3.13	Use dash, ellipsis, brackets, and slash as appropriate

4.	To spell words correctly	4.1	Spell words containing silent letters
		4.2	Spell words having affixes
		4.3	Spell compound and hyphenated words
		4.4	Use the apostrophe when it is part of the spelling of the word
		4.5	Differentiate between variant spellings (British, American)
5.	To structure appropriate grammatical units	5.1	Produce sentences containing the basic elements (subject, predicate, complement)
		5.2	Use a variety of sentence structures to develop style
		5.3	Identify the kinds and functions of various phrases and clauses and their proper uses
		5.4	Correct the misuse of structures such as dangling modifier, incorrect comparison, and incorrect omission
		5.5	Determine the missing parts in elliptical constructions
6.	To use appropriate language	6.1	Recognize and correct common usage errors (lack of agreement, double negative, incorrect verb or pronoun, words commonly confused, incorrect comparative and superlative forms)
		6.2	Distinguish between connotations and denotations of words
		6.3	Use knowledge of roots and affixes to expand vocabulary

		6.4	Write imitating style (parody)
		6.5	Use irony and satire
7.	To select effective words	7.1	Choose words to suit specific purposes
		7.2	Select diction to establish mood/tone
		7.3	Use figurative language for vivid expression
8.	To compose paragraphs	8.1	Construct a paragraph composed of an appropriate topic sentence and adequate supporting material, using a variety of sentence patterns
		8.2	Write the four basic types of paragraphs (narrative, descriptive, expository, argumentative)
		8.3	Use various means of paragraph development (details, facts, anecdote, reasons, examples, comparison/contrast, definition, cause/effect, steps in a process)
		8.4	Use transitions to achieve coherence
		8.5	Maintain unity
9.	To structure a multi-paragraph composition	9.1	Select and limit a topic
		9.2	Gather information and take notes on the topic
		9.3	Construct an outline for a first draft
		9.4	Compose a first draft based on the preliminary material

	9.5	Make corrections on the first draft to achieve clarity, variety, coherence, unity, conciseness, and grammatical correctness
	9.6	Write appropriate introductory and concluding material for the entire composition
	9.7	Compose an appropriate title
	9.8	Prepare documentation and bibliography according to a prescribed guide when necessary
	9.9	Prepare a final copy incorporating all the changes made in the composition process
10. To practice a variety of composition forms	10.1	Complete occupational/vocational forms (business letter, report, application letter, memo, essay question/answer)
	10.2	Write for personal expression (personal letter, diary or journal entries)
	10.3	Write creative compositions (poetry, informal essay, short story, drama)
	10.4	Write critical analyses, reviews, reports, editorials
	10.5	Write a research paper

D. Literature

1. To understand literary concepts	1.1	Distinguish between major and minor characters and between protagonist and antagonist

	1.2	Determine methods of characterization
	1.3	Identify plot (sequence of events) and plot structure (exposition, rising action/complication, climax, and resolution)
	1.4	Explain imagery
	1.5	Identify symbolism
	1.6	Differentiate among comedy, tragedy, and satire
	1.7	Identify the characteristics of major literary movements (Romanticism, Realism, Transcendentalism, Naturalism, Puritanism, Existentialism, and Absurdism)
2. To understand the structure of literary selections	2.1	Identify the four forms of discourse (narration, description, exposition, argumentation)
	2.2	Distinguish among prose forms (short story, novel, drama, essay, biography)
	2.3	Identify the three basic kinds of poetry: narrative, lyric, and dramatic
	2.4	Identify the characteristics of drama
3. To understand the use of language	3.1	Identify figurative and symbolic language (hyperbole, allegory)
	3.2	Identify sound devices (assonance, consonance, etc.)
	3.3	Identify semantic usage (connotation, denotation, and euphemism)

		3.4	Discuss stylistic devices (diction, sentence structure, foreshadowing, flashback, stream-of-consciousness technique, and propaganda)
		3.5	Identify archetypes
		3.6	Recognize dialect and explain its source, purpose, and effect
		3.7	Identify types of irony (verbal, situational, and dramatic)
		3.8	Explain tone and mood
4.	To interpret literature adapted for various media	4.1	Compare and contrast the format of selected media (a novel as a movie, a story as a television drama, radio drama versus film drama)
5.	To use literature as a stimulus for other forms of communication	5.1	Use literary topics in oral and written discussion
		5.2	Demonstrate ideas and emotions through dramatic interaction
		5.3	Convey literary ideas through other art forms
6.	To explore the varied interrelationships of literature, society, and the individual	6.1	Discuss the significance of various themes developed in literature (love, evil, death, family, values, prejudice, feminism)
		6.2	Explain the relationships between the individual and society as portrayed in literature
		6.3	Identify the ways in which a literary work reflects the cultural and historical period in which it was written

	6.4	Discuss values and ethical insights derived from multi-ethnic literary sources (social codes, stereotypes, contemporary issues)
	6.5	Explain possible solutions to personal problems through literature
	6.6	Recognize the influence of Biblical and classical sources on literature
E. Study skills		
1. To locate information	1.1	Use media technology to find information
	1.2	Locate information from or associated with government agencies
	1.3	Use library vertical file
	1.4	Use specialized bibliographies and catalogs
2. To organize information	2.1	Write a summary
	2.2	Construct a bibliography
	2.3	Write a research paper
3. To interpret information	3.1	Interpret tables, diagrams, charts, cartoons and symbols
	3.2	Compare and contrast information specific to a topic
	3.3	Use inductive and deductive reasoning
4. To prepare for and take tests	4.1	Solve analogies
	4.2	Compose multi-paragraph essay responses

APPENDIX B

This material has been adapted from Delaware Effective Teaching Training Modules: An Overview (1986). It is included here as a review of the 1986-1987 Strategies for Effective Instruction inservice workshops in which all Delaware public school teachers participated.

AREAS OF CONCERN in effective teaching for higher achievement include

- ACADEMIC LEARNING TIME
- CLASSROOM ORGANIZATION AND MANAGEMENT
- INFLUENCES ON STUDENT BEHAVIOR
- TEACHER EXPECTATIONS
- LESSON DESIGN AND INSTRUCTIONAL DELIVERY.

ACADEMIC LEARNING TIME

According to David Berliner, a prominent researcher who participated in a widely cited study of teachers' use of instructional time, Academic Learning Time is composed of three elements: Allocated Time, Engaged Time, and Success Rate.

Allocated Time is the amount of time assigned to teaching a subject. For example, an elementary school teacher might teach reading for 100 minutes each day and social studies for 60 minutes three times a week.

Engaged Time is that portion of Allocated Time in which students' minds are "in gear," focused on the teacher's objectives.

Success Rate means that students must not only be engaged in learning activities, but must also experience success with academic tasks valued by the educational system.

CLASSROOM ORGANIZATION AND MANAGEMENT

Before the School Year Begins

Determine expected student behaviors with regard to the use of classroom space and of other areas of the school; procedures for whole group activities; procedures for small group or reading group activities; and procedures for beginning and ending the school day, going to recess, and dealing with interruptions and delays. Translate these expectations into a reasonable number of rules and post them where the students can see them easily.

Identify consequences for appropriate and inappropriate behavior.

During the School Year

Set aside time the first day for a discussion of rules.

Teach procedures as systematically as learning objectives.

Teach procedures as they are needed.

Involve students in easy tasks that promote a high degree of success during the first few days.

Use simple procedures and a whole-group format during the first few days.

Assume that students do not know how to perform a procedure after one trial.

Continually monitor student behavior.

INFLUENCES ON STUDENT BEHAVIOR

Strategies for Encouragement

Accept students as unique individuals, without qualification.

Give students confidence, encouraging them to not be afraid of new learning experiences.

Emphasize the positive.

Encourage students to respect themselves and others.

Teach students to evaluate themselves and their own behavior.

Demonstrate genuine concern for students.

Effective Teaching Practices

Establish and communicate clear, simple rules and consequences early in the year and apply them firmly and consistently.

Teach students appropriate behavior and consequences of misbehavior at the beginning of the year.

Be sure that parents are aware of rules and consequences.

Stop potential problems through low profile interventions, such as eye contact, physical proximity, use of students names, and statements of rules.

Use incentive systems to increase positive behavior.

Inform students of schoolwide rules governing behavior.

Use peer observation as a help in becoming aware of interactions with students and the effects of those interactions.

TEACHER EXPECTATIONS

Teachers need to consider the effects of

their expectations for high and low achieving students,

their proximity to students,

the workloads they assign,

the response time they allow,

the amount and kind of delving they do after an incorrect or incomplete student response,

the amount and kind of positive and negative feedback they provide.

LESSON DESIGN AND INSTRUCTIONAL DELIVERY

Planning/Diagnosis

Evaluate the difficulty of the content to be taught.

List the ways in which students might learn this content.

Consider relevant physical, social, and psychological factors.

Estimate the amount of time and effort required of students and teacher.

Mind Set Strategies

Have the students review the main ideas of yesterday's lesson.

Discuss the objectives of today's lesson.

Go through a quick-paced drill of previously taught information.

Read an interesting short story or poem that relates to the lesson.

Hand out a cartoon that leads into the lesson.

Place a "brain teaser" on the chalkboard.

Clarifying Objectives/Expectations

Make objective(s) and purpose(s) of the lesson clear to the students.

Establish, discuss, and clarify expectations.

Encourage students to strive for success without intimidation.

Deliver the Lesson

Be sure that facts and concepts are accurate.

Maintain a close relationship between activities.

Present the lesson in logical and manageable parts.

Be sure that oral and written vocabulary is appropriate.

Be sure that the materials used are at the appropriate level of difficulty.

Use illustrations and examples to emphasize and clarify critical factors.

Maintain a pleasant and supportive atmosphere.

Present the lesson with enthusiasm.

Provide opportunities for all students to experience success and to gain recognition.

Wherever possible, use activities that are related to the real-life experiences and interests of students.

Draw parallels between previous lessons and current lessons.

Be sure that information is adequately sorted, labeled and classified.

Encourage students to arrive at conclusions and generalizations.

Providing Guided Practice

Encourage student response and use it as a basis for reinforcement or reteaching.

Maximize students' engaged time.

Check student understanding before proceeding to the next step.

Ask questions at different levels of difficulty and abstraction.

Use review techniques that foster retention and recall.

Be sure that students receive positive feedback in addition to corrective action when needed.

Give students the opportunity to refocus, reflect on, and internalize content.

Give students the opportunity to demonstrate new skills and knowledge through performance and/or by verbalizing what they have learned.

Providing Independent Practice

Design independent assignments that require students to apply newly learned material to the solution of problems.

Be sure that independent assignments are evaluated and given constructive criticism.

Hold students accountable for the completion of independent assignments.

APPENDIX C

ANNOTATED BIBLIOGRAPHY

Taken from Delaware Effective Teaching Training Modules: An Overview (1986)

Adams, Raymond S. and Biddle, Bruce J. *Realities of Teaching: Exploring with Video Tape*. New York: Holt, Rinehart and Winston, 1970.

Adams and Biddle found that physical placement in the classroom affected the extent of pupil participation. "Pupils up and down the center line of the classroom are the ones who are most likely to join in the discussion, and the ones the teacher is most likely to talk to. Others away from the center line are much less likely to speak or be spoken to."

Blanchard, Kenneth and Johnson, Spencer. *The One Minute Manager*. New York: William Morrow and Company, 1982.

The One Minute Praising works well when you praise people immediately, tell people specifically what they did right, tell people how good you feel about what they did right, encourage them to do more of the same, and shake hands or touch people in a way that makes it clear that you support their success.

Brophy, Jere E. and Good, Thomas L. *Teacher-Child Dyadic Interaction: A Manual for Coding Classroom Behavior*. Report Series No. 27. Austin, Texas: The Research and Development Center for Teacher Education, The University of Texas at Austin, December, 1969.

Brophy and Good used the term "latency" for the length of time that a teacher waits when a child does not immediately begin to give an answer to a question. "Long latencies would suggest a confidence in the child and a willingness to wait for him to respond." The response opportunity may be sustained by waiting or may be terminated by the teacher asking another child or supplying the answer.

Clark, Carl A. and Walberg, Herbert J. "The Effects of Increased Reading Achievement on School Attitudes of Potential Dropouts." Paper presented at the American Psychological Association, New York, September 2, 1966.

Clark and Walberg reported a number of studies involving the use of praise and other rewards with low achieving students. Deliberate use of praise as a reinforcement was shown to increase academic achievement.

One interesting finding was that the teachers who used praise in this manner subsequently expressed more favorable attitudes toward the student with whom they had used this form of reinforcement.

Edmonds, Ronald R. "On School Improvement," *Educational Leadership,* 40: 13-15, December, 1982.

Edmonds found that teachers in ineffective schools prefer to question the children they predict are most likely to know the answers. Other children decide the teacher does not expect them to know as much; as a result, they are less likely to do their homework and master lessons.

Finn, Jeremy D. "Expectations and the Educational Environment," *Review of Educational Research,* 42: 387-410, Summer, 1972.

Teachers were asked to evaluate essays written by fifth-grade students. False information about the ability of the students was given to the teachers. Teachers from urban schools invariably rated higher the essays of children whom they had been told were bright.

Flanders, Ned A. "Interaction Models of Critical Teaching Behaviors," in *An Analysis and Projection of Research in Teacher Education*. F.R. Cyphert and E. Spaights (eds.). Columbus, Ohio: College of Education, The Ohio State University, 1964, 197-218.

If all questions asked by teachers can be answered immediately, no latencies will occur. Flanders' studies suggested that most teacher questions require little more than simple recall on the part of the student. "The majority of the questions asked by the teacher, who has been lecturing, are sufficiently narrow that they can be answered by a student in less than three seconds."

Grambrell, L.B. "Think-Time: Implications for Reading Instruction." *Reading Teacher*, 34: 143-146, November, 1980.

Based on efforts at the University of Maryland Reading Clinic to increase the amount of wait time, Gambrell suggested several steps for teachers to consider: silently count up to five seconds after asking a question, tell students that wait time will be extended, and begin slowly.

Good, Thomas L. and Brophy, Jere E. "Analyzing Classroom Interaction: A More Powerful Alternative," *Educational Technology,* 11: 36-41, 1971.

Good and Brophy used their observation schedule to examine teacher interaction with children perceived as high and low achievers in four

first-grade classrooms. Children perceived as low achievers received fewer reading turns in reading groups, fewer opportunities to answer open and direct questions, and fewer opportunities to make recitations. They were also less apt to call out answers. Children perceived by the teacher as high achievers received more praise and less criticism than children perceived as low achievers. Even when a low child gave the right answer, he was less likely to be praised than a high child who had answered correctly.

When children perceived as high achievers experienced difficulty, the teacher repeated or rephrased the question or gave a clue 67% of the time. They gave the answer or allowed another child to answer 33% of the time. For the children perceived as low achievers, the teacher provided help only 38% of the time and terminated the response opportunity 62% of the time.

Good, Thomas L. and Brophy, Jere E. "Behavioral Expression of Teacher Attitudes." *Journal of Educational Psychology,* 63: 617-624, No. 6, 1972.

Good and Brophy replicated a study by Siberman of the differential behavior of teachers toward children for whom they felt attachment (If you could keep on student another year for the sheer joy of it, whom would you pick?), concern (If you could devote all your attention to a child who concerns you a great deal, whom would you pick?), indifference (If a parent were to drop in unannounced for a conference, which child would you be least prepared to talk about?) and rejection (If your class were to be reduced by a few children, which would you have removed?).

"Attachment" students generally conformed to institutional norms and knew the right answers. These students received more praise than others but less process feedback, probably because teachers do not feel they need it. "Concern" students received the most process feedback, and the teachers were most apt to stay with these children when they had difficulty reading or answering a question. "Indifference" students tended to avoid the teacher, and the teacher initiated fewer contacts with them. When contacts did occur, the teachers provided high rates of process feedback. "Rejection" students were less apt to be given individual help or to be called upon, and more apt to be criticized. Teachers often failed to respond to all answers or to give them any feedback after their reading turns.

Good, Thomas L. and Brophy, Jere E. "The Self-fulfilling Prophecy." *Today's Education*. April, 1971, pp. 52-53.

In their study of teacher interaction with children for whom high and low expectations were held, Good and Brophy found striking differences in the teachers' reactions to children's responses. Teachers failed to react in any way to a child's response to a question in 3% of the interactions with high expectancy children, but this occurred in 18% of the interactions with low expectancy children.

Good and Brophy also found that "Even though the highs gave many more right answers and fewer wrong ones than the lows, they were twice as likely to receive praise for a correct response and only one-third as likely to receive criticism for an incorrect response."

Horn, Ernest. *Distribution of Opportunities for Participation Among the Various Pupils in Classroom Recitation."* New York: Teachers College, Columbia University, 1914.

Horn asked teachers in 229 classrooms to rank their children in quartiles by ability. He then examined the distribution or response opportunities among these ability groups. The highest quartile did about 40% more reciting than the lowest quartile. This disparity increased with grade level, so that the highest quartile in high school did almost twice as much reciting as the lowest.

Hurlock, Elizabeth B. "An Evaluation of Certain Incentives Used in Schoolwork," *Journal of Educational Psychology,* 16: 145-149, March, 1925.

Hurlock divided 108 fourth-graders into four groups (praised, reproved, ignored, and control) of equivalent performance on an arithmetic test. The children were tested for four successive days. After each test, the praised group was verbally commended for its performance and the reproved group was criticized, while the ignored group observed this but were given no feedback about their own performance.

The praised children were the only group that showed gains in excess of those due to practice (as measured by the control group). The scores of both boys and girls increased in the praised group, but girls' increased slightly more. After the first administration of reproof, the boys did slightly better than following praise and the girls slightly worse. With continued use, reproof lost its effectiveness. The ignored children showed less improvement the longer they were ignored. The groups were further divided into thirds by ability. The low ability students were the most responsive of the three groups to praise, while the highs were the most responsive to reproof.

Lasley, Thomas J. and Wayson, William W. "Characteristics of Schools With Good Discipline." *Educational Leadership*, 40: 28-31, December, 1982.

Teachers must give respect if they want to receive it, they must expect success to help students achieve it, and they must foster student leadership if they want students to learn decision-making skills.

Murphy, Joseph F., Marsha Weil, Philip Hallinger, and Alex Mitman. "Academic Press: Translating High Expectations into School Policies and Classroom Practices," *Educational Leadership*, 40: 22-26, December, 1982.

Murphy et al. suggested that one way for teachers to establish "academic press" in their classrooms is to interact with all students in a similar manner. Teachers should not call on some students and leave out others. They should prompt all students to correct or improve responses. Praise should be given when it is deserved.

Powell, Evan R. "Classroom Climate, Pupil Intelligence, and Mechanical Skill Learning," *Classroom Interaction Newsletter*, 8: 18-20, December, 1972.

When teachers deliberately praised low ability students, these students did as well as high ability students in tasks involving mechanical skills. The control group did less well.

Reissman, Frank. "Teaching the Culturally Deprived," *NEA Journal*. April, 1963, pp. 21-22.

Reissman suggested that it is more difficult for the disadvantaged child to volunteer. Therefore, teachers should make special efforts to involve such children.

Reissman regarded praise as a crucial strategy in teaching the group of children he called "culturally deprived" or "disadvantaged." "Teachers should praise the disadvantaged child for every inch of progress because of his fear of failure which is a roadblock to his learning."

Rist, Ray C. "Social Distance and Social Inequality in a Ghetto Kindergarten Classroom," *Urban Education*, 7: 241-260, October, 1972.

Rist observed one kindergarten class over an entire year. Early in the year, the children were placed ih three groups. The group which was comprised of students for whom the teacher held high expectations received less than a third of the number of rebukes directed toward children for whom the teacher held low expectations. The teacher's expectations appeared to be based on socio-economic considerations rather than on evidence of learning ability.

Rist, Ray C. "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education," *Harvard Educational Review*, 40: 411-451, August, 1970.

Rist observed the same group of children in kindergarten, first, and second grades in an attempt to discover how teacher expectancies are formed. He concluded that teacher evaluation commenced immediately upon the child's enrollment in kindergarten and that the teacher behaved differentially in terms of that evaluation. "Within a few days, only a certain group of children were continually being called on to lead the class in the Pledge of Allegiance, read the weather calendar, show and tell, etc." Throughout the three years, the same group of children enjoyed the preponderance of classroom verbal interaction with the teachers.

Rist also reported that the three teachers in his study communicated with and listened to the children for whom they held high expectations almost to the exclusion of the students for whom they held low expectations. However, Rist discovered in visiting the children's homes that the low-expectancy children were learning from listening to the teacher and to the high-expectancy pupils, and by discussing what they learned among themselves and at home. Yet the teacher thought the low-expectancy children "had no idea of what was going on in the classroom." Rist concluded that the teacher inhibited the children from verbalizing what they had learned and so assumed they had learned nothing.

The children for whom the teachers held high expectations frequently belittled the low-expectancy students. The direction of belittlement was never reversed. Rist's description of the classroom interaction leaves little doubt as to the effects of the courtesy behavior modeled by the teacher toward the low-expectancy students.

Rosenshine, Barak. *Teaching Behaviors and Student Achievement*. London: National Foundation for Educational Research in England and Wales, 1971.

Rosenshine reviewed research based on classroom observations relating specific teaching behaviors to the academic achievement of children. Ten of the studies reviewed distinguished between mild criticism (indicating that a child's answer is incorrect) and stronger criticism. He found no evidence in the 10 studies that a teacher should avoid telling a child that he/she is wrong. However, teachers who use stronger criticism frequently have classes with low achievement rates in most subject areas.

Rowe, M. "Science, Silence and Sanctions," *Science and Children*, 6: 11-13, 1969.

Rowe reported that teachers waited significantly less time for answers from their less capable students than from their more capable students. Therefore, if the less able were not to lose their response opportunity, they had to respond much more quickly than higher achieving students.

Rowe, M.B. "Wait-Time and Reward as Instructional Variables. Their Influence on Language, Logic, and Fate Control: Part One - Wait Time," *Journal of Research on Science Teaching*, 11: 81-94, 1974.

Rowe found the mean wait time to be one second after the teacher asked a question. If a student did not respond in one second, the teacher either repeated or rephrased the question, asked another question, or called on another student.

After teachers had been trained to increase their wait time to three to five seconds, Rowe's analysis of over 900 tapes of these teachers showed increased length of student responses; increased number of unsolicited appropriate responses; decreased number of failures to respond; increased student confidence in responding; increased speculative thinking; decreased teacher-centered teaching and increased student-student interaction; more student-provided evidence preceding or following inference statements; an increased number of student questions; increased contributions from slow students; and increased variety of student structuring, soliciting, and reacting moves.